

# Blended Assessment in Higher Education

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The current method of awarding grades and thus degrees via summative assessment is didactically outdated and leaves students stressed and dissatisfied. Formative assessment, in contrast to summative assessment, has a transforming influence on the learning process (Andrade, 2000; Andrade & Cizek, 2010). However, this can only be achieved with a considerable effort on the part of the educator and therefore cannot be implemented comprehensively. The solution could lie in a blended assessment approach that combines formative and summative assessment and makes use of digital media to assess students' performance in a meaningful and comprehensive way.

My scientific goal is to develop, implement and evaluate a blended assessment model that represents the diversity of assessment methods in higher education and serves as a basis for the combination of different assessment forms. The model has three dimensions with the following characteristics: individual or group, analogue or virtual, summative and formative. The model intends to show the different methods that can be found in each combination and may serve as a decision-making basis for teachers to plan and implement their blended assessment. For example, the group-virtual-summative combination includes the online lecture assessment method or the submission of a final report. In the combination individual-analogue-formative, the learning diary is used for reflection or a consultation with the lecturer.

The blended assessment approach will be created and implemented in winter semester 2021/2022 in a module with master students "Designing E-Learning Arrangements" and evaluated by means of interviews with the students. Based on the outcome further developments are planned. Publications for this approach, recommendations for action to teachers at the university and additions to the knowledge base shall be made. Using design science research (Hevner et al., 2004), the scientific goal is to develop a didactical approach to mix assessment formats for higher education. In the area of problem raising, the needs of students and university teachers are identified, which will be used as the basis for the framework. Established assessment forms of higher education teaching (Andrade & Cizek, 2010; Bloh, 2006; Handke & Schäfer, 2012) are systematised and assigned to the dimensions of the "blended learning cube" (Schoop et al., 2006). The blended assessment cube shows all combinations of those three dimensions with corresponding practical implementation methods and offers educators orientation and hands-on recommendation to design a learning course in higher education. In the second step, a literature review will be carried out to examine the flipped classroom and its assessment possibilities based on the existing knowledge base. In the rigor cycle, the blended assessment approach is created, implemented, evaluated, and further developed.

My two papers (Jantos, 2021; Jantos et al., 2021) revealed that the current process of written summative e-assessment is problematic. Students have great opportunities to cheat - 28% out of 416 surveyed students at the Faculty of Business and Economics successfully cheated in winter semester 20/21. Lecturers have an increased effort with the virtual implementation of written exams because they need to build in hurdles to prevent cheating. There are many technical, didactical, and organizational hurdles for the implementation of online written examinations.

## References

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