

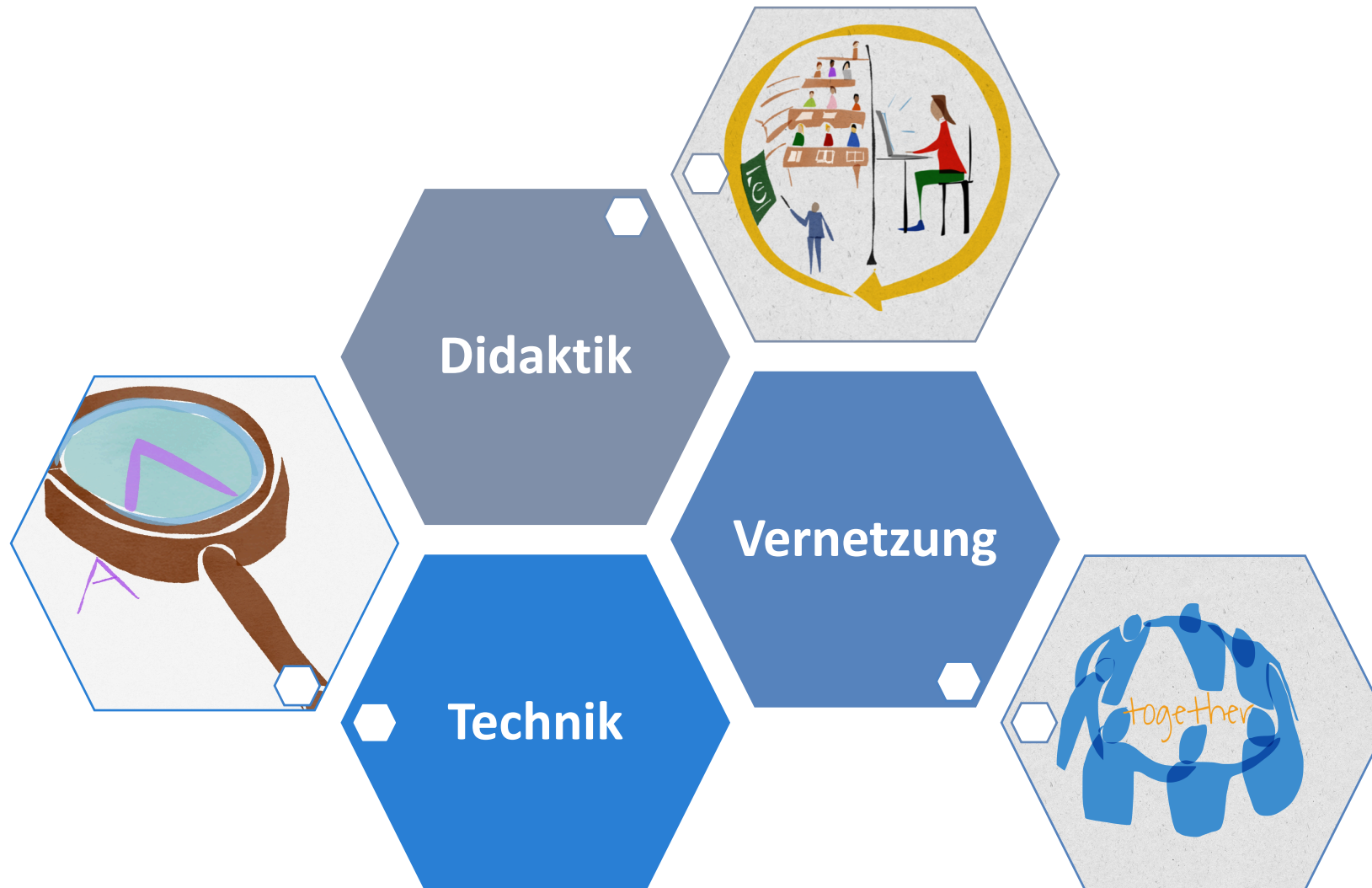


Online-Prüfungen für internationale Studierende

hrk advance | Themenzyklustagung 06./07. Dezember 2023

Prof.'in Dr.'in Svenja Bedenlier

Vorbemerkung (Prüfung hoch III Drei. Didaktik – Technik – Vernetzung)



Illustrationen © Burak

Agenda

- I. Verortung
- II. Ausgewählte Forschungsergebnisse
- III. Projektbeispiel: *Empower teachers for remote online assessments in higher education*
- IV. Implikationen & Fazit

I. Verortung

Digitalisierung und Internationalisierung

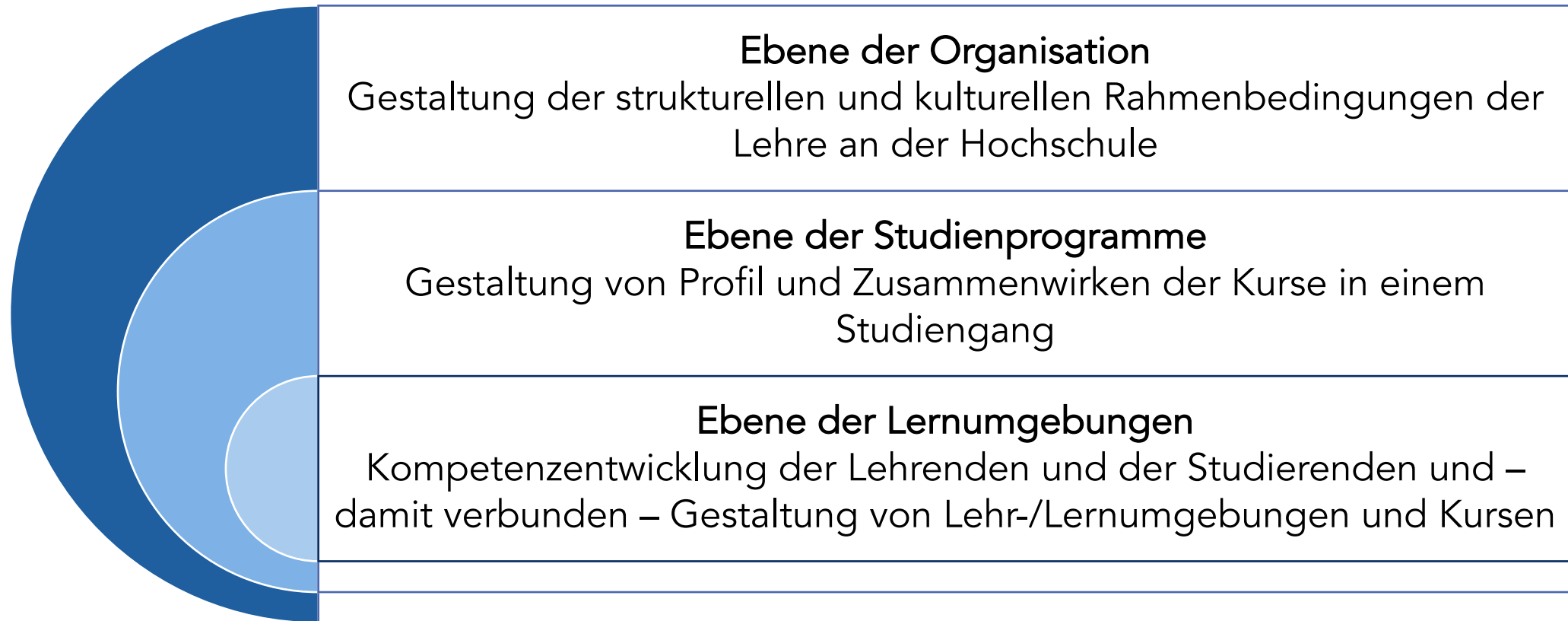
- Komplexe (strategische) Querschnittsthemen einer Hochschule
 - Potential von Digitalisierung für Internationalisierung lange bekannt (Wissenschaftsrat, 2000)
 - Digitalisierung und Internationalisierung oftmals nicht ausreichend zusammengedacht (Zawacki-Richter & Bedenlier, 2015)
 - Fokus auf Lehre
- Verantwortlichkeiten intra-institutionell getrennt

Prüfung / Assessment

„die regelmäßige Überprüfung und Beurteilung des Lernfortschritts und Wissensstands von Lernenden (engl. assessment) [...] und integraler Bestandteil der [...] universitären Ausbildung. Assessment ist Voraussetzung für das Weiterkommen der Lernenden in [...] [der] Universität bis zum Erreichen eines qualifizierenden Abschlusses; es dient zur Feststellung der Qualifikation einer Person für [...] einen Studiengang [...] [oder] eine Arbeitsstelle [...]; es beeinflusst die Auswahl und Gestaltung von didaktischen Maßnahmen und Materialien in Lehr- und Lernprozessen“

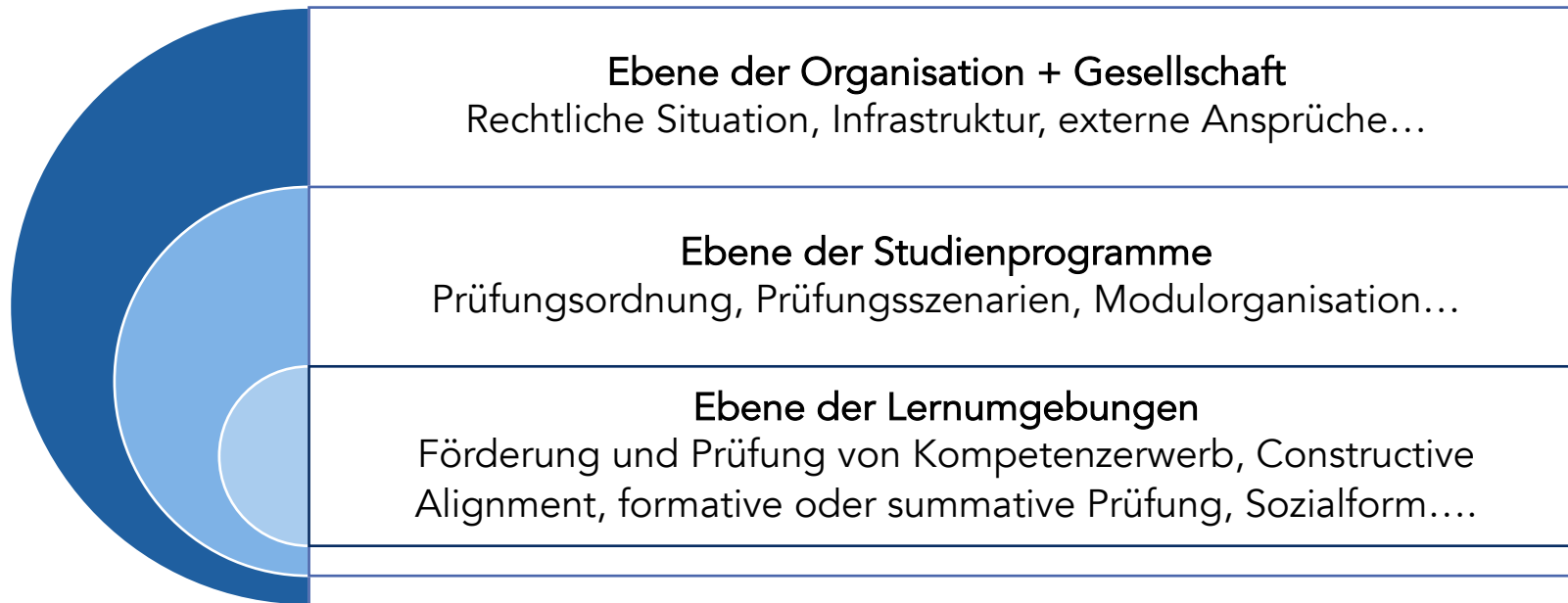
(Handke & Schäfer, 2012, S. 43 in Persike, Halbherr & Rampelt, 2021, S. 24).

Heuristik



„Modell der pädagogischen Hochschulentwicklung“ (nach Euler 2013; in Brahm, Jenert & Euler, 2016, S. 27-28; adaptierte Darstellung)

Heuristik – Didaktik (digitaler) Prüfungen



Interdependenz



„Modell der pädagogischen Hochschulentwicklung“ (nach Euler 2013; in Brahm, Jenert & Euler, 2016, S. 27-28; adaptierte Darstellung)

II. Forschungsergebnisse

Forschung zu Assessment in Virtual Mobility /Exchange

Zentraler Fokus: Aufbau und Erfassung interkultureller Kompetenzen

- interkulturelle Kommunikation, Sensitivität und Verständnis, Interesse an der Kultur der jeweils anderen (Shadieff et al., 2021)
- oberflächliche Auseinandersetzung wird intensiviert und zu komplexerem Lernen (Ciftci und Savas, 2018)
- Wissen um die Kulturen der Austauschpartner*innen (O'Dowd, 2021)

Beispielsweise über

- Portfolios (Reflexion), aktive Teilnahme über Beiträge (z.B. Izmaylova, 2022)
- Peer assessment (z.B. Czura & Sendur, 2022)

Bildungstechnologien in Virtual Exchanges

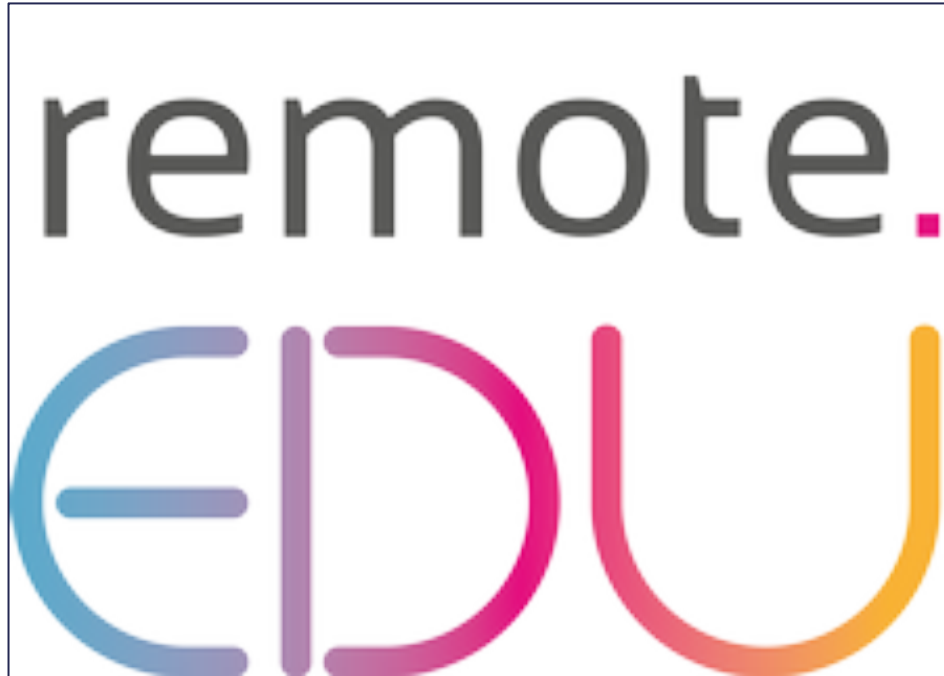
- v.a. textbasierte Kommunikation und Videokonferenztechnologie (Akiyama & Cunningham, 2018)
- Videokonferenztechnologien sowie Lernmanagementsysteme, E-Mails und Blogs (Ciftci & Savas, 2018)
- Synchrone Kollaborationstools (Bedenlier & Marín, 2020)
- Blogs, Facebook, soziale Medien, Digital Storytelling, Wikis und Skype (Barbosa & Ferreira-Lopes, 2021)

Untersuchungen auf der Mikroebene

III. Projektbeispiel

Empower teachers for remote online assessments in higher education (Remote.EDU)

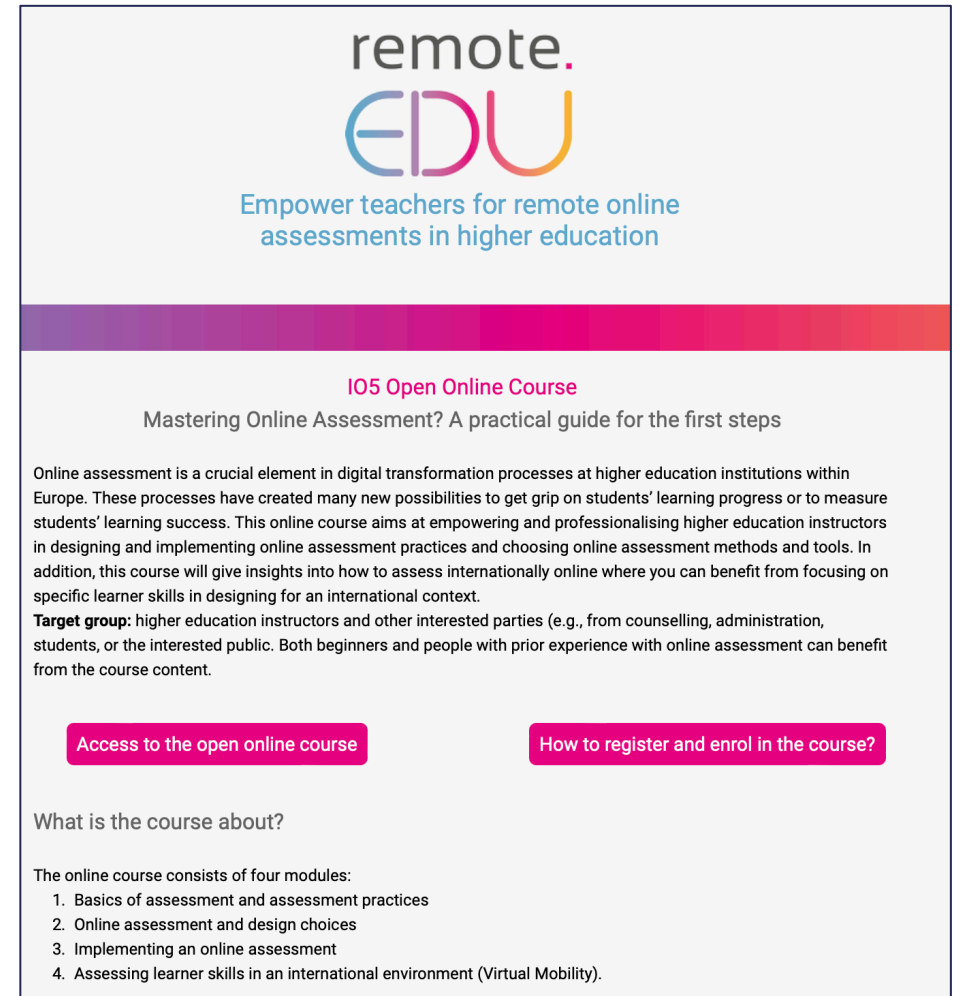
Empower teachers for remote online assessments in higher education



- **Laufzeit**
01.05.2021 – 30.04.2023
- **Konsortium**
 - Universität de Lleida (Spanien)
 - KU Leuven (Belgien)
 - METU Ankara (Türkei)
 - FAU Erlangen-Nürnberg (Deutschland)
- **Fördernummer**
2020-1-DE01-KA226-HE-005782

Projektergebnisse

- IO1. Rahmenmodell
 - Literaturanalyse
- IO2. Stakeholder-Perspektiven
 - Befragung Lehrender, Studierender, Administration
- IO3. Entscheidungshilfe
 - Entscheidungspfade für digitales Assessment
- IO4. Virtual Mobility Instrument
 - Guidelines
- IO5. Offener Online-Kurs
 - Zusammenführung in 4 Modulen
 - Selbstlernformat



The screenshot shows the website for the IO5 Open Online Course. At the top, the logo for 'remote.EDU' is displayed, with 'remote.' in black and 'EDU' in a colorful, multi-colored font. Below the logo, the tagline reads 'Empower teachers for remote online assessments in higher education'. A horizontal bar with a gradient from purple to red is positioned below the tagline. The main heading for the course is 'IO5 Open Online Course' in pink, followed by the subtitle 'Mastering Online Assessment? A practical guide for the first steps'. The text describes the course's focus on digital transformation in higher education and its aim to empower instructors. A 'Target group' section identifies the audience as higher education instructors and other interested parties. Two pink buttons are visible: 'Access to the open online course' and 'How to register and enrol in the course?'. Below these buttons, the text asks 'What is the course about?' and lists the four modules of the course.

remote.
EDU

Empower teachers for remote online assessments in higher education

IO5 Open Online Course
Mastering Online Assessment? A practical guide for the first steps

Online assessment is a crucial element in digital transformation processes at higher education institutions within Europe. These processes have created many new possibilities to get grip on students' learning progress or to measure students' learning success. This online course aims at empowering and professionalising higher education instructors in designing and implementing online assessment practices and choosing online assessment methods and tools. In addition, this course will give insights into how to assess internationally online where you can benefit from focusing on specific learner skills in designing for an international context.

Target group: higher education instructors and other interested parties (e.g., from counselling, administration, students, or the interested public. Both beginners and people with prior experience with online assessment can benefit from the course content.

[Access to the open online course](#) [How to register and enrol in the course?](#)

What is the course about?

The online course consists of four modules:

1. Basics of assessment and assessment practices
2. Online assessment and design choices
3. Implementing an online assessment
4. Assessing learner skills in an international environment (Virtual Mobility).

Stakeholder-Perspektiven: Virtuelle Mobilität & Assessment

- **Mobility (n=33)**
 - Elimination of trips
 - Time factor
 - Economic factor
- **Training aspects (n=32)**
 - ICT learning
 - Flexibility
 - Usefulness, format comfort
 - Study recognition
 - Future
 - Accessibility/equal opportunities
- **Interculturality (n=12)**
 - International relationships
 - Globalization
- **Institutional impact (n=35)**
 - International programs/courses
 - Openness
 - Recruitment of new students



(Marín et al., 2022)

Mobility & Training aspects

“International students following a number of courses at a distance can take online exams.” (BE Administrator)

“Since the UdL has very closely linked degrees with other countries (for example, master's degrees taught to various locations) it is important to have the appropriate online evaluation mechanisms that allow for appropriate interaction.” (ES Administrator)

Institutional impact & Interculturality

“Online exams gave us an opportunity to take courses from other universities.” (TR Student)

“It opens door for international cooperations in educational platforms” (TR Administrator)

“Online assessment can give opportunity to see international thoughts, views. Also students can join any assessment and gain success for who cannot leave their countries.” (TR Student)

Stakeholder-Perspektiven: Virtuelle Mobilität & Assessment

- **Assessment culture (n=52)**
 - Cultural differences
 - Change of model
 - On-site vs. Online
 - Time zones
 - Globalization
- **Assessment quality (n=37)**
 - Reliability
 - Future
 - Impact on learning
 - Feedback
 - Recognition/accreditation
 - Revision & counselling
- **Academic integrity (n=22)**
 - Plagiarism/fraud
 - Ensuring identity
- **Infrastructure & resources (n=33)**
 - Technological challenges
 - Access to resources
 - Connectivity, Security
- **Instructors (n=24)**
 - Language training
 - Preparation, Workload
 - Pedgogical challenges
 - Predisposition/beliefs

(Marín et al., 2022)

Assessment culture & Academic integrity

“There are countries where the assessment at university is very different from ours and that makes it sometimes very difficult for students to understand what is expected of them here, even though the instructor has repeatedly explained it in class.” (ES Instructor)

“The challenge is to end the stigma that the presence affects in some way in learning” (ES Administrator)

“Plagiarism is a big issue which needs to be dealt with.” (TR Instructor)

“Ensuring proper proctoring to avoid cheating” (BE Administrator)

Infrastructures & resources, Instructors

"I don't see any special challenges, unless purely technical ones (quality of internet connection)." (BE Instructor)

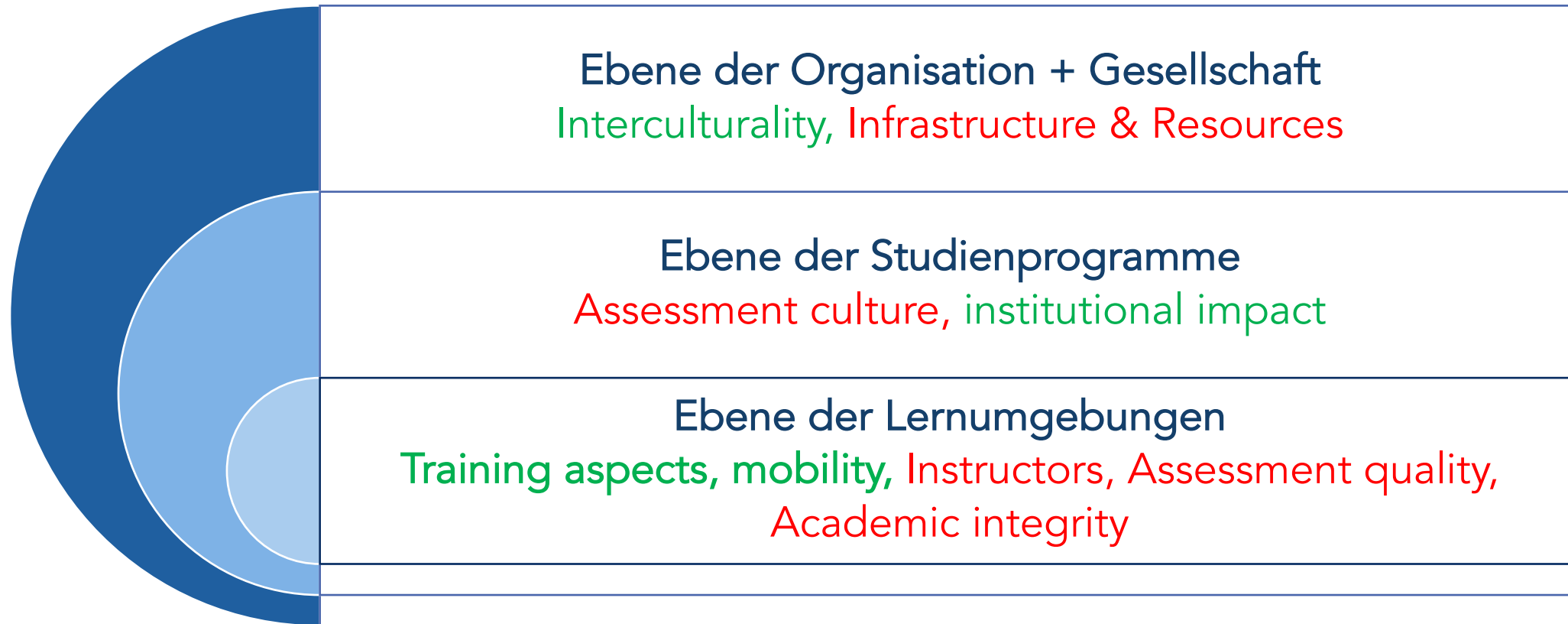
"Connection problems can pose obstacles." (ES Student)

The question is to have a good training to master enough tools to adjust to the needs of the students and the course." (ES Instructor)

"There might be some resistance from the teaching side, especially regarding the risk of cheating. But as more exams are oral or open book, this risk might be overestimated." (BE Student)

III. Implikationen für Forschung / Gestaltung

Virtuelle Mobilität/Austausch und digitale Prüfungen



„Modell der pädagogischen Hochschulentwicklung“ (nach Euler 2013; in Brahm, Jenert & Euler, 2016, S. 27-28; adaptierte Darstellung)

Implikationen für die Forschung

- Fokus auf Assessment im Kontext von virtueller Mobilität /virtual exchange
 - Constructive Alignment „international“
 - Kompetenzerfassung
- Forschungsmethodische Zugänge
 - Fallstudien
 - Vergleichende (quantitative) Studien
- Forschung auf Meso- und Makroebene
 - Verbundenheit der einzelnen Ebenen

Implikationen für die Gestaltung / Praxis

- **Institutionelle Unterschiede**
 - „Reifegrad“
 - Infrastruktur
 - Organisationskultur
- **Geteiltes Verständnis von Prüfungen / Assessment**
 - Terminologie
 - Didaktisches Design
- **Kontexte der Institutionen**
 - Hochschulsystem (zentralistisch, föderal)
 - Rechtliche und finanzielle Situation

Open Online Course

Teilnahme / Einschreibung ist weiterhin möglich

<https://remote-edu.ili.eu/io5-open-online-course.html>



remote.
EDU
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Vielen Dank für Ihre Aufmerksamkeit.

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