Call for participation - E-Learning Award 2023

Submission of a practical example

"What does testing have to do with learning?" How e-assessments support learning processes.

Understanding learning as a process raises the question of how to better accompany and support learning in the context of study and teaching. The example of increasingly powerful AI tools shows that results and products can lose their significance at the end of learning processes and that process-accompanying forms of assessment are gaining in importance as an important component of contemporary university teaching. In this context, the various forms of e-assessments and their targeted use a decisive role.

Assessment means recording and evaluating, assessing and weighing performance and is thus semantically broader than the word "examination", which in the German university context is usually equated with summative examinations - i.e. examinations with legal consequences (Reinmann 2021). The resulting distinction between "assessment for certification" and "assessment for learning" enables a broader view of the field of testing with regard to its didactic potential: assessment for learning, i.e., learning-oriented testing, provides both teachers and students with feedback regarding the learning status, i.e., what has been learned and where learning options and needs are still indicated.

Thus, it is not only a matter of assessing what has been learned at the end, but rather of making learning visible and supporting it already in the process itself,

- by letting students as learners know where and how there is still something for them to do
- and teachers learn where students are, where they might have difficulties and where they need to be supported.

Examples include: Peer feedback, feedback on smaller tasks and exercises, self-tests with automatic checking, e-portfolio work, but also student conferences, simulations, etc. The teachers' view of the "what" is supplemented by the question of the "how" of learning. In this way, a learning and study practice in the sense of competence development of students can be promoted and accompanied.

For this year's E-Learning Award, both Assessments for Learning (academic achievement) and Assessments for Certification (examination and ancillary examination achievement) can be submitted.

To distinguish between the terms Studienleistung, Prüfungsnebenleistung and Prüfungsleistung at the University of Potsdam:
https://www.uni-potsdam.de/de/studium/konkret/pruefungsorganisation/faq/benotung

Reinmann, Gabi (2021): Examinations on the Test Bench.
https://hochschulforumdigitalisierung.de/de/blog/pruefungen-auf-dem-pruefstand