

Integrating Formative Assessment in Hybrid Pedagogy in Higher Education: from Theory to Practice

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Abstract

Educational policies on teaching, learning and assessment have been reexamined and redefined under the influence of emerging theories and research findings, as well as various political, cultural and social changes, particularly intensified after the COVID-19 pandemic outbreak. Newly created online and hybrid teaching and learning environments spurred policymakers and educators to adapt the existing educational practices to these educational contexts and improve the quality of teaching they provide. This paper focuses on the importance of creating a meaningful assessment framework in higher education that effectively responds to the demands of hybrid pedagogy. It aims at providing an instructional assessment framework that supports not only assessment of learning but also assessment as/for learning. The use of educational technologies, with clearly defined pedagogical implications and rationale, can greatly contribute to improved teaching practices on the one hand, and, on the other, to higher motivation and engagement of students, all of which can subsequently contribute to better learning outcomes. The theoretical background is supported by the results obtained from a case study conducted with a group of undergraduate students majoring in English at a private university in the Republic of Serbia that has been implementing a hybrid educational model since the academic year 2021/2022. The study illustrates how formative assessment can be utilised in a higher education context for achieving better learning outcomes.

Keywords: educational technologies, self-evaluation, feedback learning outcomes; onsite and online participation