

Promoting quality student assessment in blended learning with limited resources

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Abstract

The severity of the Covid-19-induced pressure to adopt online teaching and learning has exposed the capacity of developing countries in effectively adapting to, and sustaining, technology-enhanced educational transformation. While inroads into successful pedagogical transitioning towards blended learning approaches have been widely accomplished and reported, successes in the processes and outcomes of formal academic assessment remain less obvious. First, students, are often naturally prone to the 'epidemic' of cheating for better grades during both continuous assessment and terminal examinations, especially in virtual learning environments (Headly, 2021) where strict surveillance and monitoring are difficult with limited resources. Secondly, the nature, context and content of online assessments may exert peculiar demands (for both learners and instructors) different from the more familiar pen and paper formats. And thirdly, the competence of instructors to create credible assessment instruments and tasks has been put to the test by the unexpected pandemic, heightening the necessity for capacity building. Considering both the successes and challenges of online assessment methods is a priority for higher education institutions with a vision for sustaining the new wave of change.