

A Model for Effective Implementation of Contemporary Assessment Methods in Higher Education Institutions

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Abstract: This review study investigates the effectiveness of assessment methods in higher education institutions, focusing on the significance of contemporary and innovative methods such as project-based assessments, portfolios, simulations, and collaborative activities. The paper offers instructions for applying efficient assessment methods, policy suggestions for institutions, and potential topics for further study. The results have consequences for improving assessment methods and equipping students for their future professions since the future of assessment in higher education is seen as fertile ground for innovations. A model for effective implementation of the contemporary assessment methods is proposed.

Keywords: Assessment, Higher education institutions, Traditional examinations

1. Introduction

Assessment methods are of utmost importance in higher education institutions as they monitor students' progress and ascertain their degree of comprehension of the course (Winstone & Boud, 2022). Nevertheless, there is an increasing concern that many traditional assessment methods may not adequately equip students for the practical demands of the professional environment. Yustina et al. (2020) allude that a significant number of students lack the self-confidence to transition into the workforce due to the discrepancy between the assessment methods used in some higher education institutions and the actual demands of professional environments. The discrepancy between these two factors prompts inquiries into the appropriateness and effectiveness of existing assessment methods, necessitating a reassessment of their suitability in equipping students for the challenges of the professional world.

Assessment is a method used to assess a student's understanding, abilities, and proficiencies in a particular field of study (Daka et al., 2021). It offers vital input to students and instructors, influencing teaching methods and assisting personalised learning paths. Efficient assessment methods are crucial for fostering profound comprehension, analytical reasoning, and problem-solving skills in learners (Sahera et al., 2022). Moreover, assessments function as a standard for ensuring the quality of higher education institutions and are essential for accrediting objectives (Cao et al., 2023).

Conventional or traditional assessment methods, such as written examinations, have long been the primary means of assessing student learning (Sahera et al., 2022). Nevertheless, these approaches might have constraints that might impede their capacity to gauge practical abilities and proficiencies precisely (Asamoah et al., 2022). Sahera et al. (2022) argue that traditional written examinations generally emphasise the rote memorization and recitation of facts, sometimes overlooking the cultivation of crucial adaptable abilities such as effective communication, collaborative cooperation, and analytical problem-solving. Furthermore, these assessments may not accurately represent the ever-changing and cooperative characteristics of work settings, where immediate decision-making and flexibility are highly regarded.

Considering these difficulties, higher education institutions need to reassess their assessment procedures and ensure they are in line to generate graduates who are prepared for the workforce. This paper seeks to investigate alternative assessment methods that may accurately monitor students' progress, bolster their self-confidence in transitioning to the professional world, and bridge the gap between academic requirements and industrial standards.

Based on the discussion above, the following research questions serve as a guide for the upcoming empirical study on the effectiveness of assessment systems in higher education institutions:

- Are traditional sit-down exams still relevant and do they contribute to real work-life situations?
- What alternative assessment methods can be employed to ensure graduates are assessed in a way that makes them work-ready?
- What are the challenges and factors to consider during implementation of contemporary assessment methods?

Through investigating these research questions, the study seeks to provide significant perspectives on enhancing assessment methods in higher education to more effectively correspond with industry demands and increase students' preparedness for employment. The review of improved assessment methods has significant consequences for both higher education institutions and students. Higher education institutions might use the results to enhance their assessment methods and elevate the quality of education they provide. Employing efficient assessment methods may optimise student academic achievements, involvement, and contentment, consequently equipping students for success in their professional pursuits (Cao et al., 2023). Improved assessment methods may provide students the chance to display their knowledge, skills, and abilities in real and relevant ways, resulting in benefits for them. These strategies have the potential to cultivate profound learning, analytical reasoning, solution-oriented thinking, cooperation, and other abilities necessary for their personal and professional growth.

2. The Progression of Assessment Methods in Higher Education

2.1 Historical Overview of Assessments in HEIs

The assessment methods used in higher education have undergone substantial development throughout the years, mirroring changes in educational philosophies, teaching strategies, and social demands (Daka et al., 2021). In the past, assessment mostly involved evaluating the student's comprehension of course concepts via assignments or written tests/examinations (Yustina et al., 2020). These examinations often assessed the memorisation of information and the repetition of facts. Although they offered a method to assess students' comprehension of the subject matter, they did not always assess their capacity to apply information in real-world situations (Daka et al., 2021).

Over the last several decades, there has been a change in educational models towards learner-centred methods that prioritise active participation, critical analysis, and the cultivation of skills that can be used in many contexts (García-Peñalvo et al., 2020). This change has seen a restructuring of assessment methods to correspond with wider learning objectives and results. Educators and academics have acknowledged the significance of assessing not only the acquisition of information but also the application of knowledge, problem-solving capabilities, communication aptitude, and collaborative skills (Guo et al., 2020).

2.2 The Need for Alignment Between Assessment Methods and Real Work Scenarios

HEIs are increasingly acknowledging the need for assessment methods that closely resemble actual work conditions to better equip students for the job (Villarreal et al., 2020). Traditional written examinations, while effective in assessing academic knowledge, may not sufficiently evaluate the practical abilities and proficiencies necessary in professional environments (Asamoah et al., 2022). The disparity between assessment methods and actual job scenarios might erode students' confidence and hinder their capacity to seamlessly transition into the work environment (Cao et al., 2023).

To rectify this discrepancy, higher education institutions need to reassess their assessment procedures and find alternative approaches that more accurately replicate authentic professional situations. This entails integrating assessments that evaluate problem-solving, critical thinking, creativity, collaboration, and adaptability (Sahera et al., 2022). Higher education institutions may enhance the preparedness of graduates for professional challenges by matching assessment methods with the skills and competencies highly valued in the industry (Daka et al., 2021).

In addition to the above, the rapid progression of technology has generated fresh prospects for assessment in HEIs (García-Peñalvo et al., 2020). Digital technologies and platforms provide novel methods for evaluating students' learning, including simulations, case studies, project-based examinations, and online portfolios. These approaches provide a more thorough understanding of students' capabilities and create opportunities for genuine assessment in the digital era (Martin et al., 2020).

The history of assessment systems in higher education therefore demonstrates a transition towards learner-centred approaches and the need for congruence with true work scenarios. By adopting alternative assessment methods that surpass conventional written tests and integrating technology-driven approaches, higher education institutions may more effectively equip students with the necessary skills and knowledge required in today's intricate job market.

2.3 Analysis of Traditional Assessment Methods

Traditional assessment methods, such as written examinations, have been widely used in higher education institutions for a considerable period (Daka et al., 2021). These examinations usually require students to respond to questions within a predetermined time limit, often in a supervised setting (Ishaq et al., 2020). Although sit-down tests are useful for evaluating students' knowledge retention and comprehension of subject matter, they are limited in assessing higher-order thinking abilities and the practical application of information in real-world situations (Gallardo, 2021).

One of the downsides of sit-down examinations is their emphasis on rote memory and the mere repetition of knowledge (Daka et al., 2021). This technique may therefore not effectively capture students' capacity for critical thinking, complex issues analysis, and practical application of information. Traditional written examinations often emphasise the memorisation of facts rather than the ability to synthesise and apply information, which are crucial competencies in professional environments (Ishaq et al., 2020).

In addition, written examinations may not fully capture the whole spectrum of students' talents and competencies (Asamoah et al., 2022). Typically, they evaluate individual performance rather than assessing collaborative abilities or the capacity to work in teams, both of which are highly esteemed in several professional environments (Villarreal et al., 2020). Moreover, the combination of time constraints and the high level of importance placed on tests may result in heightened levels of stress and anxiety, which may hurt students' academic performance and entire educational journey (Schultz et al., 2022).

Consequently, while sit-down examinations have been a traditional assessment technique in HEIs, they may not completely correspond to the requirements of the contemporary labour market (Ishaq et al., 2020). Their constraints, including their emphasis on factual memorisation and restricted assessment of advanced cognitive abilities, have spurred a reassessment of their effectiveness. It is therefore important for HEIs to continuously look for alternative assessment methods that provide a more thorough and genuine assessment of students' capabilities, ensuring their enhanced readiness for the problems they will encounter in the professional sphere.

2.4 Contemporary Assessment Methods

HEIs are considering various alternative assessment methods that surpass conventional written examinations (Gallardo, 2021). These methods strive to provide a more thorough assessment of students' knowledge, abilities, and competencies and more effectively correspond to the requirements of the job market. Several novel assessment methods are now emerging and these are discussed below.

2.4.1 Project-based assessments

Project-based assessments involve students' engagement in authentic projects or case studies that replicate professional situations (Guo et al., 2020). Students use their acquired knowledge and expertise to resolve intricate challenges, exhibit analytical thinking, and display their aptitude for collaborative work (Almulla, 2020). Project-based assessments in higher learning have become increasingly common because they facilitate the evaluation of students' practical skills, ability to think critically, and application of learned knowledge in reality (Yustina et al., 2020).

Project-based assessments encourage active learning by involving learners in the process, enhancing their understanding of the topic through inquiry, evaluation, and synthesizing information from multiple sources (Guo et al., 2020). They also develop essential skills like problem-solving, collaboration, time management, and communication (Almulla, 2020). Furthermore, project-based assessments foster creativity and innovation, as there are no standard procedures for completing assignments, allowing for experimentation (Nguyen, 2021).

Project-based assessments have some drawbacks, including their subjective nature, time-consuming nature for both students and teachers and difficulty managing workloads (Yustina et al., 2020). Instructors may have different criteria for grading assignments, leading to discrepancies in grading. Students may struggle to manage their workload and turn in projects on time, while teachers spend more time creating, supervising, and evaluating projects (Nguyen, 2021). To make project-based assessments more effective in evaluating student-learning outcomes in higher education, clear assessment criteria, sufficient student assistance, and uniform evaluation procedures should be established (Almulla, 2020).

2.4.2 Performance assessments

In higher learning, performance assessments refer to evaluations that focus on observation, and assessment of students' abilities to apply their knowledge and skills in realistic, real-life settings (Chernikova et al., 2020). The

assessments may include presentations, demonstrations, simulations, or exhibits, which enable students to demonstrate their practical abilities and apply their knowledge in real-life situations (El Firdoussi et al., 2020).

Performance assessments offer several benefits, including providing a comprehensive view of students' capabilities, fostering motivation, and providing more activity opportunities than written tasks (Chernikova et al., 2020). They measure practical skills, problem-solving, and critical thinking, helping students bridge the gap between theoretical knowledge and practical skills (Asamoah et al., 2022). By working on real-world tasks, students gain a deeper understanding of the subject, enhancing their learning experience (Villarreal et al., 2020).

Performance assessments however have some disadvantages such as logistical complications and resource constraints, as well as the potential for subjective evaluations (Asamoah et al., 2022). To ensure success, appropriate space, quantity, and facilities must be prepared (El Firdoussi et al., 2020). Multiple groups and supervisors may be difficult to manage in larger groups or limited facilities (Chernikova et al., 2020). Additionally, the evaluation of skills and abilities may differ depending on the instructor, necessitating the use of agreed-upon assessment criteria to maintain compliance and fairness (El Firdoussi et al., 2020).

2.4.3 Authentic assessments

Authentic assessments in higher learning imply assessing the student's knowledge, skills, and abilities in a real-world setting related to their professional environment or advanced study area (Villarreal et al., 2020). These assessments often require students to participate in tasks such as performing research, analysing data, producing reports, or devising solutions to complex issues (Schultz et al., 2022).

Authentic assessments provide a valid way to evaluate students' abilities by showcasing their practical application of learned knowledge and skills (McArthur, 2023). These assessments eliminate the risk of evaluating students based on rote-memory skills and vocal mastery of concepts (Jopp, 2020). They also motivate students to learn more deeply and develop transferable skills. Recognizing the applicability of education to real-life situations inspires better performance and higher intrinsic motivation, making students more purposeful and willing to engage in their studies (Villarreal et al., 2020).

However, authentic assessments have some disadvantages, such as being challenging to design and align with learning outcomes, being time-consuming for both students and teachers and being overloaded with tasks (McArthur, 2023). Students may require more time for projects and detailed tasks, while teachers may need to spend time issuing feedback (Jopp, 2020). Nevertheless, with careful consideration, student support, and proper workload management, authentic assessments can be a valuable way to assess students' real-world skills and abilities (Villarreal et al., 2020).

2.4.4 Portfolios

Portfolios are compilations of students' work that display their educational progress and accomplishments across a period (Edwards & Burnham, 2023). Portfolios may include a wide range of items, including essays, projects, reflections, and tangible demonstrations of skill improvement (Herianto, 2022). They provide a comprehensive perspective on learners' capabilities and development, highlighting their aptitudes, ingenuity, and analytical reasoning (Almulla, 2020).

Portfolio assessments in higher learning involve collecting and evaluating a student's work samples, projects, and artifacts (Händel et al., 2020). They offer a comprehensive view of a student's learning, encompassing various types of evidence like essays, reports, artworks, and creative outputs (Edwards & Burnham, 2023). This approach helps develop a better understanding of a student's growth beyond simple knowledge obtained from exams or one-time assessments. Portfolio assessments also promote student reflection, self-assessment, metacognition, and self-regulation, encouraging students to evaluate their strengths and weaknesses and identify growth potential (Herianto, 2022).

The challenges of portfolio assessments include the lack of appropriate guidelines for assessment, as diverse work samples or artifacts can be time-consuming to develop (Edwards & Burnham, 2023). Instructors must assess the significance and relevance of the artifacts to evaluate students' ability or learning. Additionally, it can be time-consuming for students and faculty members to select and create their work, while faculty members need sufficient time to evaluate and provide feedback (Händel et al., 2020). Despite these challenges, portfolio assessments offer appropriate evaluation and support for students.

2.4.5 Peer assessments

Peer assessments involve students evaluating their classmates' work according to pre-established criteria (Chang et al., 2020). This method encourages individuals to evaluate their performance, engage in analytical thinking, and provide helpful comments (Double et al., 2020). Peer assessments are very helpful for cultivating students' capacity to assess and provide feedback, which are crucial proficiencies in professional environments (Li et al., 2020). Peer assessments in higher education promote active learning, allowing students to critically evaluate and form a reasoned attitude toward the material (Zhou et al., 2020). This approach also fosters shared responsibility, as all students are responsible for each other's progress. Students can share experiences and evaluate their peers, providing feedback on their knowledge and skills (Double et al., 2020).

However, peer assessments may face difficulties due to the need for reliable guidelines, training, and a trusting and fair setting (Zhou et al., 2020). The assessors must understand criteria, objectives, and suggestions, while students must trust the measurement and be sure it is fair. Some students may struggle to assess their peers' work or be arrogant, which can negatively impact ratings and subjectivity (Chang et al., 2020). Instructors should address these issues and provide calculated feedback and guidelines to minimize difficulties (Li et al., 2020). Despite these challenges, peer ratings have numerous benefits in higher education, promoting active learning and critical assessments among students.

2.4.6 Problem-Based-Learning (PBL)

PBL is an educational approach that focuses on solving real-world problems as a means of learning (Liu & Pásztor, 2022). PBL is an educational method that positions students as active participants in solving real-world problems. Students collaborate in groups to identify and resolve intricate, practical issues (Thorndahl & Stentoft, 2020). The assessment in PBL focuses on appraising students' proficiency in identifying and analysing issues, applying knowledge, collaborating, and communicating with effectiveness (Alfares, 2021). PBL fosters active learning, allowing students to analyse situations and make decisions (Thorndahl & Stentoft, 2020). PBL also helps develop essential skills like problem-solving, collaboration, communication, and self-directed learning (Alt & Raichel, 2022). It helps students develop teamwork and relationships, enabling them to thrive in professional settings.

However, PBL faces challenges, such as promoting passive learning and requiring students to face real problems (Liu & Pásztor, 2022). Moreover, PBL can be time-consuming and may not be suitable for educational institutions with specific course periods. Additionally, students may not be used to the self-directed and inquiry-based approach, which requires certain skills and confidence (Alfares, 2021). Some students may need scaffolding to develop the capabilities to deal with PBL properly (Alt & Raichel, 2022). With proper guidance, time management, and resources, PBL can foster skill development and deep learning in higher institutions.

2.4.7 Simulations and virtual environments

Simulations and virtual environments are tools that simulate real-world situations, offering students a safe and controlled environment to experiment and apply their skills (Luo et al., 2021). Simulations accurately reproduce real-life situations; and provide students with the opportunity to refine their abilities in a secure, and regulated setting (Nesenbergs et al., 2020). Virtual environments, such as virtual reality (VR) or augmented reality (AR), provide immersive experiences that enable students to participate in genuine activities and get instant feedback (Chernikova et al., 2020).

These technologies encourage interaction, decision-making, and direct observation, making them more effective than other learning methods (Luo et al., 2021). They can also simulate complicated scenarios, such as those in applied sciences where real-life labs are difficult, expensive, and dangerous. This allows students to practice virtually in labs where the worst-case scenario is simulation failure, enhancing their performance in real-world situations (Nesenbergs et al., 2020). However, not all scenarios and disciplines can benefit from these technologies.

Simulations and virtual environments for higher learning have disadvantages such as high costs, complex design, unreliable technology, contradictions, difficulty in learning, and counter-intuitive use (Chernikova et al., 2020). Furthermore, not all simulations are realistic or can be restrained, and some scenarios are completely different from the real world due to the lack of real-world experiences (Radianti et al., 2020). For example, medical sciences courses may not fully benefit from virtual reality. These challenges require new considerations that are not present in other forms of learning, making simulations and virtual environments a valuable alternative for learning (Chernikova et al., 2020).

2.4.8 Capstone

Capstone projects in higher learning refer to culminating projects or experiences that integrate and apply the knowledge and skills provided through an academic program (Cheng et al., 2020). Capstone projects serve as the final and comprehensive culmination of students' academic programmes, integrating their acquired knowledge and skills (Salem et al., 2020). These assessments require learners to use their knowledge and talents to resolve a complex issue or accomplish a substantial task. Capstone projects sometimes include cooperation with industry partners, affording students the chance to tackle real-world problems and receive input and feedback from experts (Friess & Goupee, 2020). Capstone projects offer numerous benefits, including demonstrating subject mastery, facilitating interdisciplinary learning, and fostering collaboration among students from various fields (Memon et al., 2021). They help students apply their knowledge and develop analytical skills, critical thinking, and practical expertise (Salem et al., 2020).

However, there are risks associated with capstone projects, such as the need for careful planning, clear objectives, curtailments, and assessment timelines (Cheng et al., 2020). Faculty and department leaders should support correspondence programs to guide students and meet project methodological and scope requirements (Memon et al., 2021). Proper access to data or resources may be necessary for projects involving database creation, and subjective assessments may take time. Therefore, it is crucial to ensure all papers and criteria are considered and documented.

Table 1: Contemporary assessment methods description, disadvantages and mitigating disadvantages

Contemporary assessment methods	Description	Disadvantage	Mitigating disadvantages
Project-based assessment	Projects and case studies that replicate professional situations	Different criteria for grading	Proper guidelines for assessment criteria and student assistance
Performance assessment	Observations through presentations and demonstrations	Resource constraints	Financial support from the institution
Authentic assessment	Participating in tasks such as research, analysis of data and producing reports	Designing and aligning learning outcomes and workload for both students and staff	Student support and proper workload management
Portfolios	Displaying educational progress through submission of a portfolio of evidence with essays, projects, reflections	Lack of appropriate guidelines for assessment	Proper guidelines for assessment criteria
Peer assessments	Evaluating classmates work	May be subjective and unfair	Reliable guidelines and training for students to do peer assessments.
Problem-based learning	Educational approach to solving real-world problems (group work)	Promotes passive learning	Proper guidance, time management and resources
Simulation and virtual environments	Reproducing real-life situations	High costs	Support financially from the institution
Capstone	Using knowledge to resolve complex issues. Includes corporation with industry partners	Planning	Clear objectives and assessment timelines

2.5 Challenges and Factors to Consider During the Implementation of Contemporary Assessment Methods

Introducing innovative ways to assess in higher education might pose diverse difficulties and necessitate meticulous thought. Some of these issues and concerns include the following:

2.5.1 Faculty training and development

Faculty members have a vital role in the designing and implementation of assessments (Winstone & Boud, 2022). Nevertheless, they may need to undergo training and engage in professional development activities to get acquainted with contemporary assessment procedures and methods (Gallardo, 2021). Institutions need to

ensure that faculty members are adequately supported to properly adopt and evaluate alternative assessment methods. This may include conducting seminars, implementing training programmes, and providing continuous assistance to faculty members to develop their assessment proficiency (Cao et al., 2023).

2.5.2 Resource allocation

Resource allocation refers to the process of distributing and assigning resources efficiently and effectively (Martin et al., 2020). Introducing new assessment methods may require additional resources, including both technological and temporal aspects. HEIs must deliberate on the distribution of resources to facilitate the deployment of alternative assessment methods (Yustina et al., 2020). This may include allocating resources toward technological infrastructure, software, or equipment that are essential for implementing simulations, virtual environments, or other cutting-edge assessment methods. Furthermore, faculty members may need extra time for the creation of assessments, the assessment of student work, and the provision of feedback (Asamoah et al., 2022). Optimal allocation of resources is crucial to guaranteeing the effective deployment of new assessment methods (Gallardo, 2021).

2.5.3 Assessment of reliability and validity

Valid and reliable assessment methods are necessary to provide an accurate measurement of desired learning outcomes and consistent findings (Schultz et al., 2022). HEIs ought to meticulously devise assessments and create unambiguous standards for assessing student success (Nguyen, 2021). Ensuring that assessments are in line with the learning objectives of the course or programme and provide proof of students' knowledge, skills, and competencies is crucial (Winstone & Boud, 2022). Periodic assessment and verification of assessment procedures are also essential to preserving their validity and reliability over time (García-Peñalvo et al., 2020).

2.5.4 Ensuring fairness and diversity

When incorporating contemporary and innovative assessment methods, it is important to take into account the principles of fairness and inclusivity (Sahera et al., 2022). Institutions must ensure that assessments are equitable and inclusive for all students, irrespective of their various origins, talents, or learning capabilities (Boström & Palm, 2023). It is important to consider accessibility elements, such as offering alternate formats or accommodations, to assist students with impairments or unique requirements (Nguyen, 2021). HEIs should also be cognizant of possible prejudices in assessments and endeavour to establish comprehensive assessment standards that do not unfairly harm any of the students (Martin et al., 2020).

2.5.5 Ethical considerations

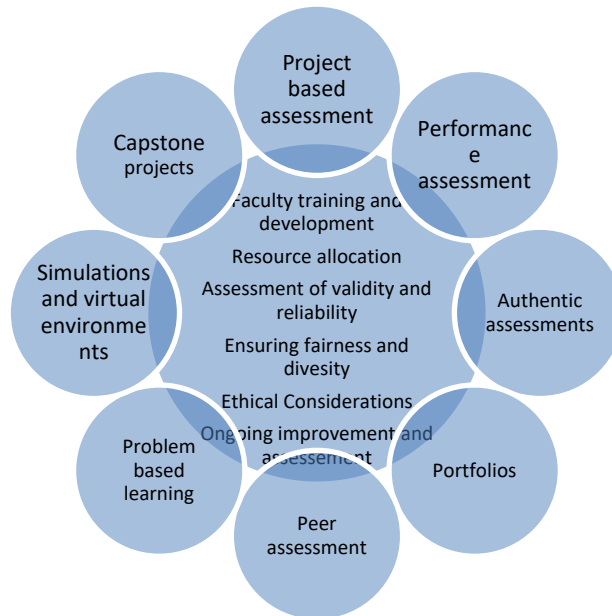
Ethics are crucial during the designing and implementation of assessments (Asamoah et al., 2022). HEIs therefore need to ensure that assessments respect students' privacy, confidentiality, and intellectual property rights (Ishaq et al., 2020). To help ensure the ethical conduct of assessments, it is crucial to create and disseminate clear ethical principles to professors and students (García-Peñalvo et al., 2020). HEIs must also take into account the ethical ramifications of using nascent technology, such as artificial intelligence, in assessments, ensuring fairness, impartiality, and responsibility in their execution (Händel et al., 2020).

2.5.6 Ongoing improvement and assessment

The implementation of new assessment methods is a continual process that requires continual improvement and review (Guo et al., 2020). HEIs should therefore periodically evaluate and appraise the effectiveness of assessment systems in measuring intended learning outcomes and improving student learning experiences (Boström & Palm, 2023). Feedback from teachers, students, and education boards may provide significant perspectives on the merits and shortcomings of the assessment methods. This feedback should be used to make incremental modifications and adjustments to ensure that assessments stay relevant, valid, and aligned with the changing demands of the workforce (Ishaq et al., 2020).

2.6 Model for Effective Implementation of Contemporary Assessment Methods

Based on the literature reviewed on contemporary assessment methods and challenges faced with the implementation of the contemporary assessment methods the following model proposed for effective implementation of contemporary assessment methods is proposed:



Source: Authors' construction

Figure 1: Model for effective implementation of contemporary assessment methods

Introducing contemporary assessment methods in higher education necessitates tackling diverse obstacles and concerns. Figure 1 shows that the successful implementation of contemporary assessment methods requires attention to faculty training, allocation of resources, validity and reliability assurance, promotion of fairness and inclusion, ethical issues, and continual development. Institutions may improve assessment methods and better equip students for the needs of the contemporary workforce by thoughtfully addressing these issues and concerns.

3. Conclusion

The future of assessment in higher education harbours the significant potential for innovation and enhancement. The literature review has shown that some contemporary assessment methods that can be used in place of or alongside traditional examinations include: project-based assessments, performance assessments, authentic assessments, portfolios, peer assessments, problem-based learning, simulations and virtual environments, and capstone projects. The literature has also identified various challenges and factors to consider during the implementation of contemporary assessment methods, including, faculty training and development, resource allocation, assessment of validity and reliability, ensuring fairness and diversity, ethical considerations, as well as ongoing improvement and assessment. With the continuous advancement of technology, assessment methods may be enhanced to be more personalised, adaptable, and in line with real-world requirements. Integrating developing technologies, such as artificial intelligence, virtual reality, and learning analytics, may improve the authenticity, efficiency, and effectiveness of assessments. Moreover, assessment processes will persistently develop to tackle concerns of fairness, inclusiveness, and prejudice. Measures need to be taken to guarantee that assessments are impartial, easily approachable, and accommodating to learners from all backgrounds. HEIs ought to create assessment environments that empower students and ensure equitable possibilities for achievement.

4. Recommendation

To improve assessment methods in higher education, it is essential to define clear educational objectives, use diverse assessment methods, ensure authenticity and relevance, integrate formative and summative methods, provide prompt feedback, promote accessibility and inclusiveness, provide faculty development and support, offer incentives and rewards for faculty members who participate in innovative assessment methods, and promote collaboration and sharing across institutions. These recommendations will help ensure that students can access and participate in assessments, regardless of their backgrounds, skills, or learning styles. Additionally, faculty development and support will help them improve their understanding and proficiency in assessment, and incentives and rewards can be offered to encourage active participation in innovative assessment methods.

Future studies in the field of assessment methods might look into empirically testing the proposed model in higher education institutions. Furthermore, there is a need for the use of technology to better the assessment process. Researchers can also explore the possibilities of future technology, such as artificial intelligence, virtual reality, or learning analytics, in improving assessment procedures. Moreover, researchers can examine how these technologies might provide fresh possibilities for genuine, individualised, and flexible assessments.

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