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DigiEduHack Webinar #3: Next-Gen Online Assessment Methods: Insights from DigiEduHack

Session Report: DigiEduHack 2025 Webinar #3

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Date: Thursday, 12 June 2025
Time: 14:00–15:00 CET
Platform: Zoom

Overview:

The third session of the DigiEduHack 2025 webinar series focused on the fast-evolving field of online assessment methods, exploring how technology, AI, and self-assessment frameworks are reshaping student evaluation across Europe. The expert panel discussed policy frameworks like PISA and ICILS, highlighted digital innovations such as learning analytics and gamification, and reflected on institutional and pedagogical challenges in scaling digital assessments at universities. The session concluded with a forward-looking discussion on hybrid assessment models combining AI capabilities with human-centered evaluation approaches.

Speakers:

- Danijela Šćepanović (Serbia), Ministry of Education
- Susana Martins Marques (Portugal), NOVA University Lisbon
- Gabriella Mária Nagy (Hungary), Obuda University
- Sebastian Schwäbe (Germany), Blinc Institute

Webinar Host:

- Slavko Rakić (Serbia): Professor at the University of Novi Sad

Highlights of the interview

Number of attendees: 61

Countries of attendees: Estonia, Belgium, Serbia, Germany, India, Croatia, Kenya, United Kingdom, Bangladesh, Italy, Austria, Turkey, Qatar, Portugal, Hungary, Brunei, Greece, Lithuania, Finland, Georgia

Segment 1: From Policy to Practice – International Frameworks and National Adaptation

The opening segment explored how online assessments are addressed in European and national education policies. Danijela Šćepanović provided insights into large-scale international assessment programs like PISA and ICILS, discussing their role in benchmarking student competencies and guiding policy development across both EU and non-EU countries. She emphasized that while these frameworks set important standards, effective national adaptation requires coordinated efforts between ministries, institutions, and educators. Susana Martins Marques highlighted the complementary role of technology in modern assessment, emphasizing the importance of integrating AI-supported tools, gamification elements, learning analytics, and learning management systems (LMS). These innovations, she argued, enable assessments to move beyond isolated testing moments and instead foster continuous feedback and personalized learning processes.

Segment 2: Innovative Tools and Institutional Challenges in Digital Assessment

The second segment examined emerging tools and structural challenges in implementing online assessment at scale. Gabriella Mária Nagy drew attention to numerous institutional obstacles universities face when adopting digital assessments — including technological limitations, outdated structures, cultural resistance, and the need for comprehensive organizational restructuring to support long-term change and attractiveness for students. Sebastian Schwäbe provided a practical perspective by introducing the Level 5 Certificate model developed by blinc. This self-assessment tool allows students and educators to evaluate and document their competencies in flexible, non-formal ways. He emphasized the growing importance of self-assessment models in higher education, particularly for recognizing skills that may not always fit neatly into traditional exam structures.

Segment 3: Challenges and Recommendations for the Future of Assessment

The final roundtable brought together key reflections on the future direction of online assessment. All speakers agreed that hybrid models — combining both AI-powered analytics and the irreplaceable role of human judgment — will be central to creating inclusive, effective, and competency-oriented assessment systems. Among the priorities identified were stronger policy frameworks for equity, the need for scalable technological solutions, and institutional reforms that promote flexibility, personalization, and student-centered learning pathways.