

# Alternative assessment & formative feedback strategies

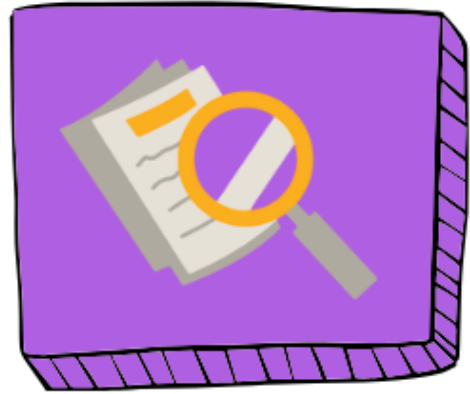
Outcomes from my CLI Fellowship

**Dimitrios Vlachopoulos**  
**[vlachopoulos@rsm.nl](mailto:vlachopoulos@rsm.nl)**



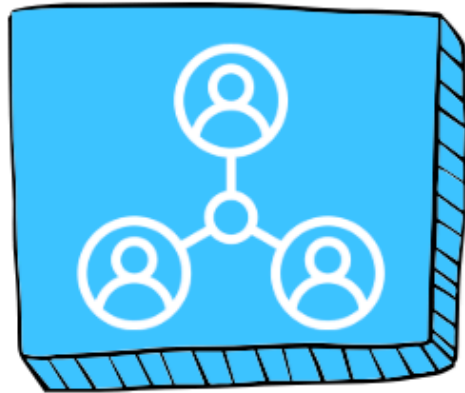
# About the project

12 JUNE 2025



## 01. Research Questions

- Which are the most effective formative feedback strategies?
- What kind of (alternative) formative assessments can be integrated in our programs of study?
- Which are the main needs of staff for successful implementation of formative feedback and assessment?



## 02. Stakeholders

- Teaching staff
- L&I consultants

# AFFT

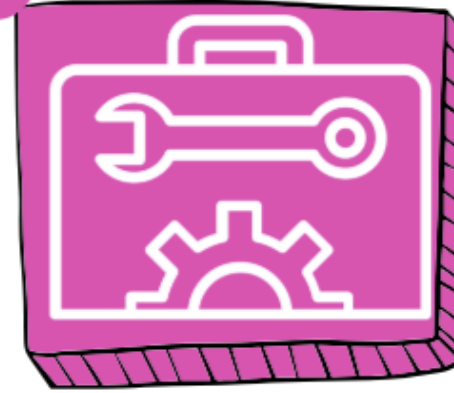
ALTERNATIVE ASSESSMENT & FORMATIVE FEEDBACK TOOLKIT

Sept 2023- Sept 2025



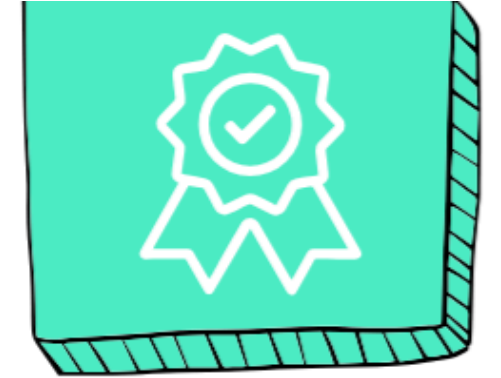
## 03. Activities

- Systematic literature review "The effect of authentic assessment on higher education"
- Qualitative data collection
- Prototyping



## 04. The toolkit

- Good practices
- Standards and indicators for measuring the impact of similar innovations
- Two dissemination events
- Guides, templates, cheatsheets



## 05. Results

- One article published in a Q1 Scopus-indexed journal
- Two articles published in international conferences
- An open, accessible report
- The toolkit



**Authentic assessment refers to the evaluation of student learning through real-world tasks that closely resemble challenges faced in professional or everyday contexts. It emphasizes the application of knowledge, skills, and attitudes in complex, meaningful situations.**

**Performance-based and often open-ended**

**Contextualized within real-life or professional scenarios**

**Promotes critical thinking, problem-solving, and collaboration**

**Often includes projects, portfolios, simulations, interviews, case studies**

### **Theoretical Basis:**

**Rooted in Piaget's cognitive development theory and Situated Learning Theory**

**Supports constructivist and social-constructivist learning approaches**



**Alternative assessment is a broad category of non-traditional assessment methods that differ from conventional standardized tests. It includes any approach that focuses on process, understanding, and application rather than rote recall.**

**May include authentic assessment but also encompasses formative, descriptive, informal, and dynamic assessments**

**Encourages student reflection, self-assessment, and diverse evidence of learning**

**Authentic assessment is considered a subset of alternative assessment, with a specific focus on real-world relevance and performance.**

**A systematic literature review  
on authentic assessment in  
higher education: Best practices  
for the development of 21st  
century skills, and policy  
considerations**



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# Studies in Educational Evaluation

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*University of Cyprus, Department of  
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C. Hanley  
*University of Kentucky, Lexington,  
Kentucky, USA*

## Systematic Literature Review

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**HOW DO CURRENT STUDIES LINK AUTHENTIC ASSESSMENT WITH  
THE DEVELOPMENT OF CRITICAL 21ST-CENTURY SKILLS?**

**WHAT ARE THE REPORTED OUTCOMES AND IMPLICATIONS OF  
USING AUTHENTIC ASSESSMENT FOR STUDENT LEARNING AND  
SKILL DEVELOPMENT ACROSS DISCIPLINES AND DIFFERENT  
STAKEHOLDER PERSPECTIVES (STUDENTS, TEACHERS, AND  
ADMINISTRATORS)?**



STUDIES PUBLISHED FROM 2014–2024  
SCOPUS, WEB OF SCIENCE  
TOTAL STUDIES ANALYZED: 94 (67 EMPIRICAL)



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*University of Kentucky, Lexington,  
Kentucky, USA*

## Techniques include:

Case studies, simulations, field reports, peer/self-assessment

Role-play, digital portfolios, project-based learning

## Strongest outcomes in:

Business, healthcare, engineering, law, and education

## Boost:

critical thinking, creativity, collaboration, and communication

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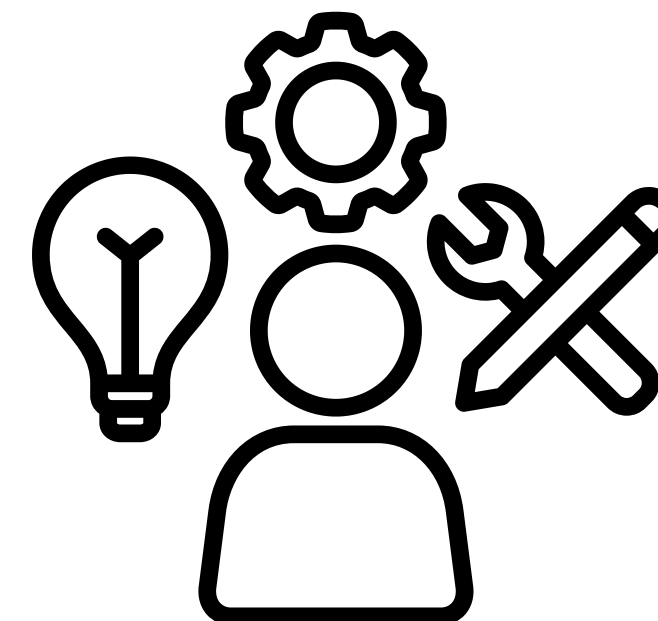
## Authentic assessment increasingly digital post-COVID

### Includes:

e-portfolios, virtual simulations, gamified tools, podcasts, interactive oral exams

### Supports:

Digital literacy, adaptability & sustainability awarenesss



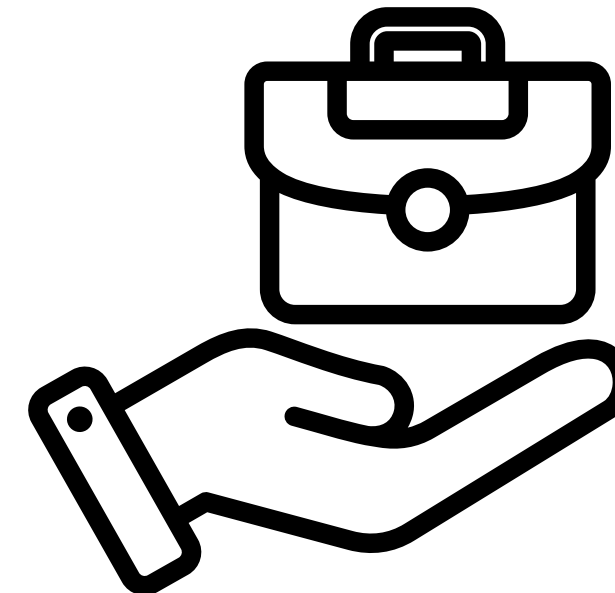
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Authentic assessment promotes:

Employability skills

Metacognitive skills

Real-world relevance and societal contribution



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## Challenges

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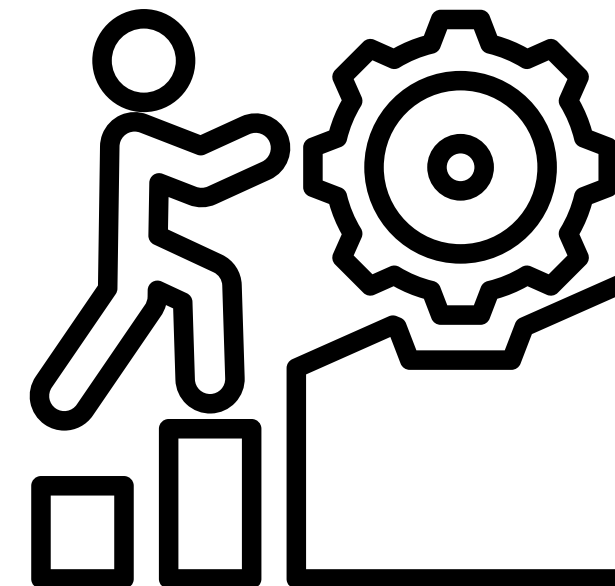
C. Hanley  
*University of Kentucky, Lexington,  
Kentucky, USA*

**Limited assessment literacy among faculty**

**High preparation demands**

**Student anxiety, inconsistent support**

**Integrity concerns in online settings (e.g. GenAI misuse)**



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*University of Kentucky, Lexington,  
Kentucky, USA*

Provide training for teaching staff on:

Assessment design, Digital tools, Feedback strategies

Align assessment with UN SDGs & labor market needs

Promote institutional collaboration with industry



## Conclusions & future research

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**Explore underrepresented regions (esp. Europe and Africa)**

**Study hybrid models and long-term skill acquisition**

**Combine self-report data with external performance metrics**

**Authentic assessment is key to bridging academic and real-world skills**

**Must be well-designed, supported by policy, and aligned with global  
challenges**

**Critical for future-proofing graduates in a rapidly evolving world**

**AUTHENTIC ASSESSMENT: BRIDGING  
HIGHER EDUCATION AND  
REAL-WORLD SKILLS THROUGH  
DIVERSE METHODOLOGIES**

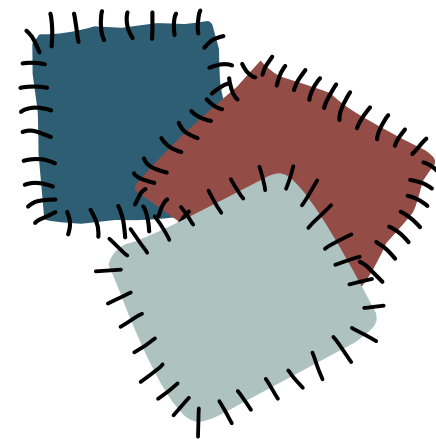


**Authentic assessment recommendations**

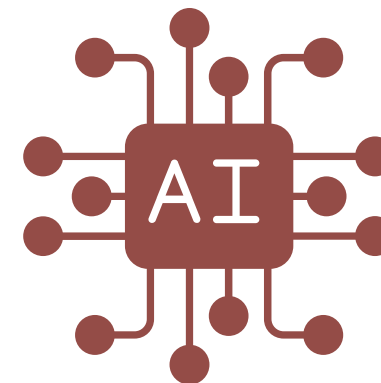
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**The study identifies emerging trends and best practices  
in authentic assessment, focusing on four innovative  
methodologies that highlight its diversity and potential**

**Patchwork**



**AI-generated  
scenarios**



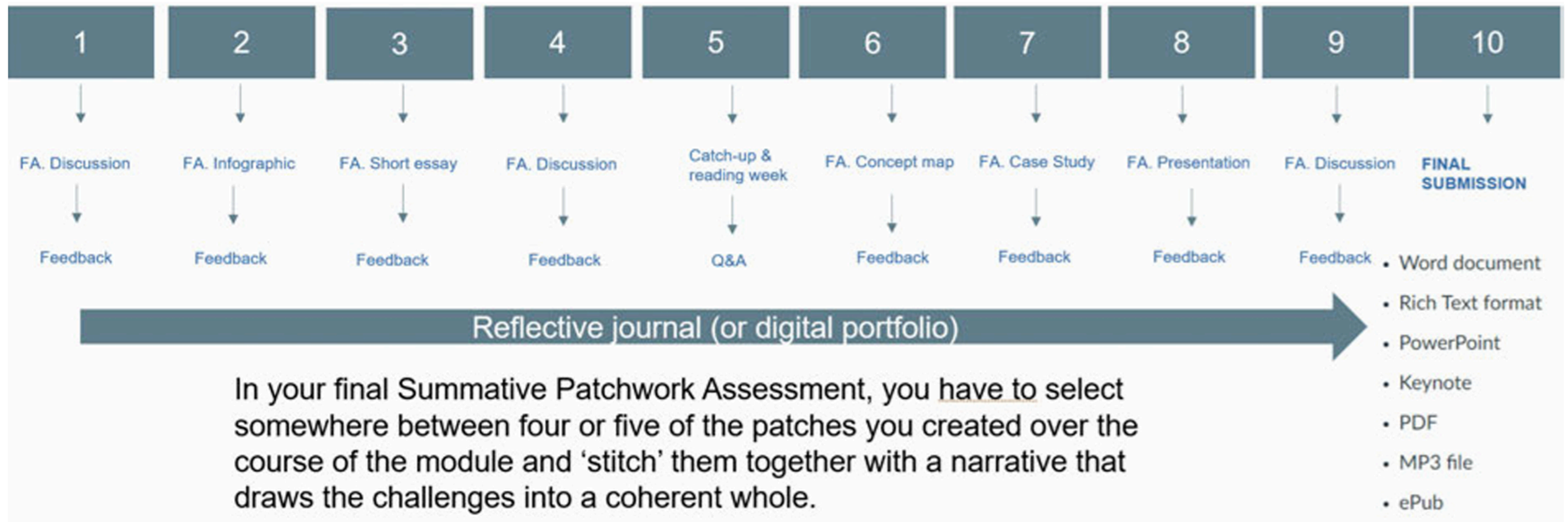
**Game-based  
scenarios**



**e-portfolios**



# Patchwork



*Example of patchwork assessment for a 10-week course.*



# AI-generated scenarios

## Introduction

You are volunteering at a local environmental association. During your last interaction with another volunteer, Martin, you noticed that he seems really frustrated because the association can't take bigger steps for the environment and change things rapidly. You decide to talk to him about this and reflect on why is it important to take small actions for the environment? What can young people do? How can we overcome such frustrations?

These questions are crucial because they help active citizens and entrepreneurs recognize that small, consistent actions can lead to significant, long-term impact, fostering resilience in the face of challenges. Good luck!

Continue



# Game-based scenarios

## The zero-waste business challenge game

### Instructions

Each player/team (1-5 people) should play the role of a start-up founder. Their challenge is to "hack" one business process in a given industry to eliminate or reduce waste, applying the Permaculture ethic "Earth care" and the principle "produce no waste". They compete for the title of "Top Waste Hacker" based on a) creativity, b) feasibility, and c) impact

01

#### Pick a challenge card

There are 20 available cards, each containing a (different) prompt.

#### Hack the Waste!

02

Players should fill in a short response slide (or post-it), describing: a) what's the current issue, b) how will you reduce/eliminate/reuse the waste, c) how does this help the planet & d) how does this create or preserve value

#### Sharing & voting

03

Players post their "Waste Hack" on a Padlet, ar discussion thread or on the wall. Each player/team gets 3 votes for their favorite solution (not their own). Votes can be based on Creativity, Feasibility, or Earth Impact

#### RETAIL

Your clothing store sends returned items straight to landfill due to damaged packaging



#### RESTAURANT

You over-order perishable food every week, and up to 25% is thrown away



#### EVENTS

Your company produces branded tote bags for every event, most of which end up unused or discarded



#### TECHNOLOGY

Your electronics firm discards circuit boards with minor defects rather than repairing or repurposing them



#### HOSPITALITY

Your hotel uses small plastic bottles for shampoo and soap in every room.



#### E-COMMERCE

Your online shop overpackages every product, using multiple layers of non-recyclable materials



#### CAFÉ

Customers take disposable coffee cups—even when dining in



#### TRAVEL AGENCY

You print travel itineraries and brochures for all customers, even though most prefer digital formats



# Answer Form

Use the space below to give your answers



\_\_\_\_\_

1

What's the waste problem?

---

---

---

---

2

What is your "Waste Hack" solution?

---

---

---

---



## SCOREBOARD


TEAM	CREATIVITY	FEASIBILITY	ENVIRONMENTAL IMPACT	BUSINESS RELEVANCE	TOTAL POINTS
TEAM A					
TEAM B					
TEAM C					
TEAM D					

# e-portfolios


Collecting evidence of their learning in relation to the ILOs of each course

 **Academic work (papers, essays, case studies, project reports, fieldwork/lab docs)**  

---

 **Authentic assessment artifacts (presentations, videos, simulation outputs)**  

---

 **Reflections and metacognitive work (self-assessment reports, peer feedback, etc.)**  

---

 **Professional skill evidence (CV with evidence-based claims, emails, group work docs, etc.)**  

---

 **Digital and creative outputs (infographics, mind maps, podcasts, blogs, etc.)**  

---

 **Certifications and badges**  

---

 **Feedback and evaluation (annotated rubrics, learning analytics dashboards, etc.)**  

---

 **Personal development and goal setting (learning goals & progress tracking, SWOT)**  

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# ENHANCING LEARNING THROUGH ALTERNATIVE ASSESSMENT AND FORMATIVE FEEDBACK: MAPPING STRATEGIES AND CO- CREATING A TOOLKIT FOR HIGHER EDUCATION



## Needs analysis

12 JUNE 2025

10 FC with 52 participants, comprising university lecturers, teacher trainers, and instructional designers



Table 1. Focus areas and guiding questions of the focus groups.

Focus areas	Guiding questions
Current practices in formative assessment	How do you currently use formative assessment and feedback in your courses or programs?
Perceived challenges	What challenges do you face when implementing formative assessment or feedback strategies?
Alternative & authentic assessment	Are you familiar with or do you use alternative/authentic assessment approaches? What has worked well or not?
Support & resources needed	What kind of support, tools, or resources would help you better implement formative assessment?
Institutional and cultural contexts	How do institutional policies or cultural norms influence your use of formative assessment?
Feedback loops & technology use	What tools or practices do you use to provide timely and effective feedback to students?





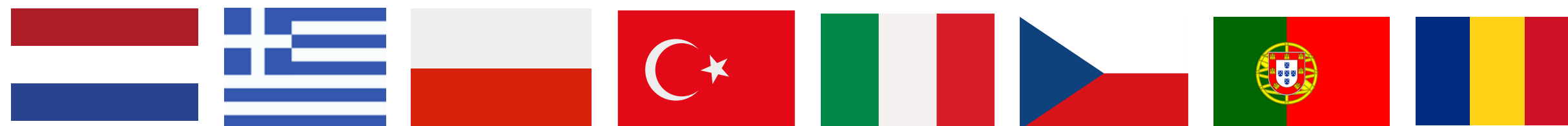
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EDUCATION**

**Needs analysis**

12 JUNE 2025



10 FC with 52 participants, comprising university lecturers, teacher trainers, and instructional designers



**Lack of practical guidance and training resources**

**Demand for alternative and authentic assessment methods**

**Need for scalable and flexible solutions**

**Assessment literacy and institutional support gaps**

**Gaps related to cross-cultural and contextual sensitivities**

**Technology integration and feedback loops**

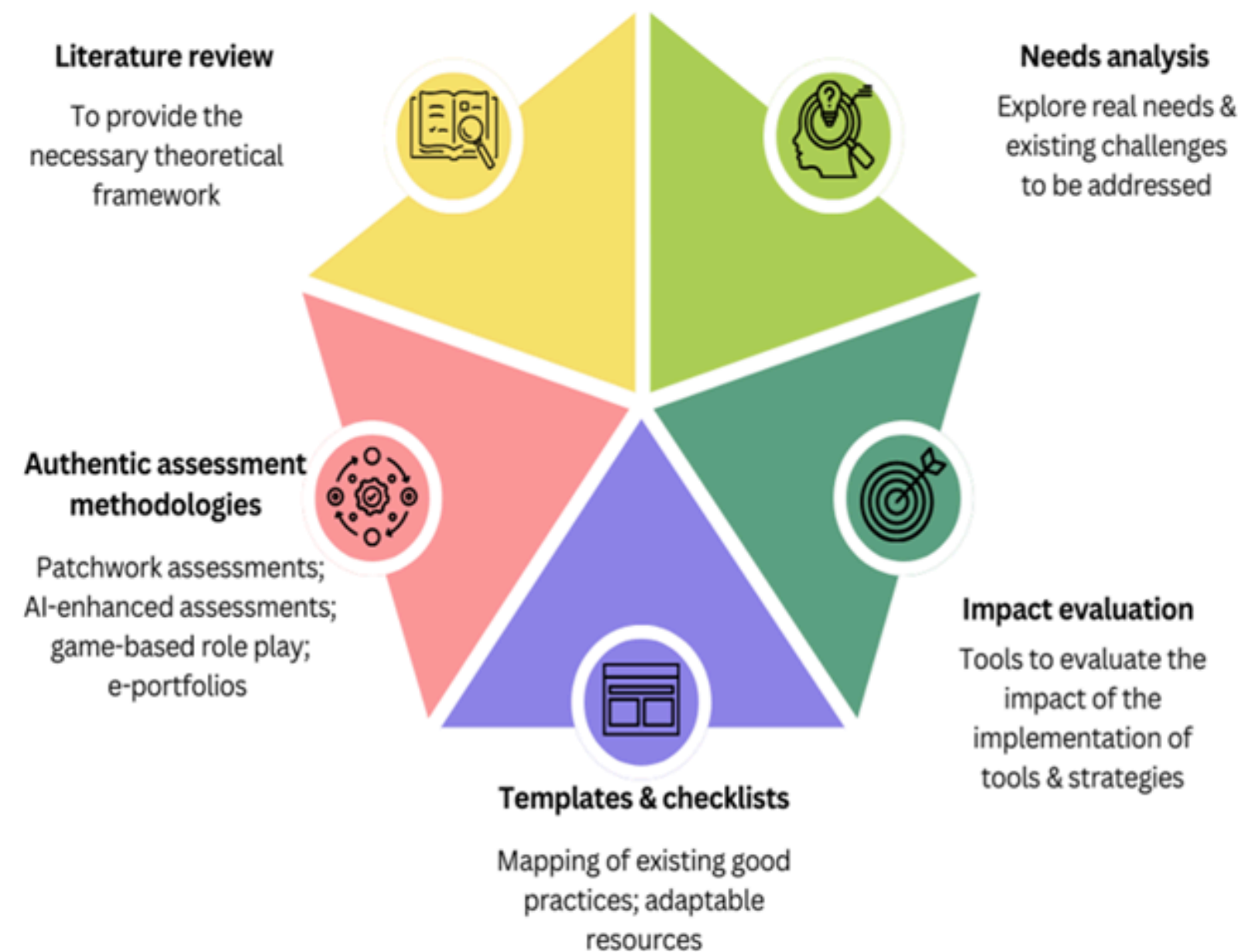


# ENHANCING LEARNING THROUGH ALTERNATIVE ASSESSMENT AND FORMATIVE FEEDBACK: MAPPING STRATEGIES AND CO- CREATING A TOOLKIT FOR HIGHER EDUCATION



## The Toolkit

12 JUNE 2025



# Alternative assessment & formative feedback strategies

Thanks For  
Listening

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