HYPES project

Assessment of learning in hybrid learning environments in higher education: what methods and tools?

aea '25 EUROPE

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HyPES Project

*Based on a previous European project : **HySUP** (Deschryver & Charlier, 2012; Peraya, 2010)*

Understand hybrid learning in higher education

- Update and enrich the typology
- Study the differences of perceptions between teachers and students
- Understand the context

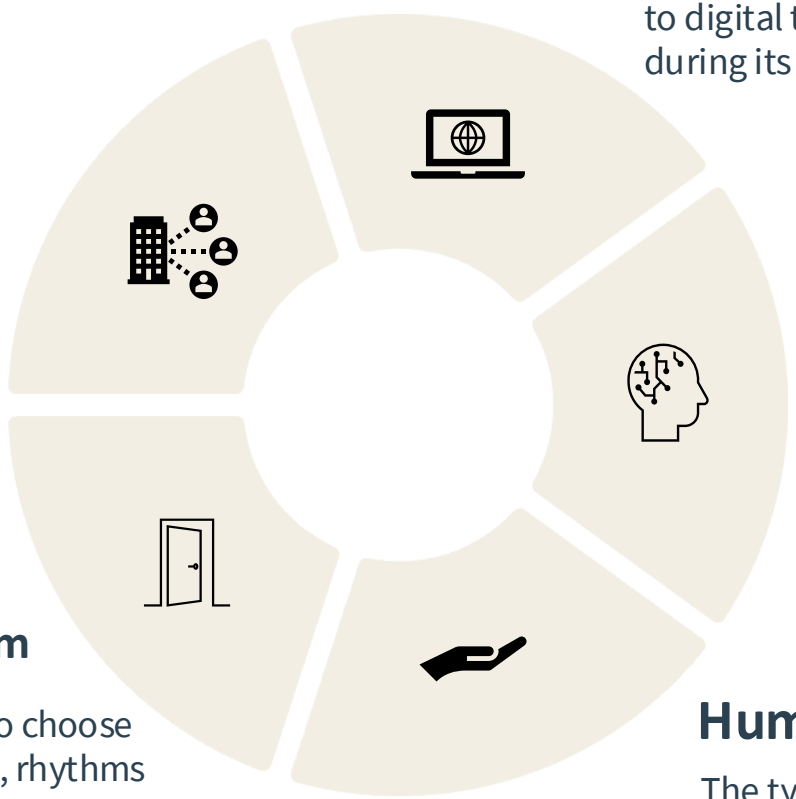
Theoretical framework (HySUP)

Mediatization

Role and importance that the teacher assigns to digital tools within their teaching system during its design phase (Noben, 2024)

Integration of in-person and remote learning

Articulation between face-to-face and distance activities



Mediation

The process of transformation that digital tools produce on human behaviors

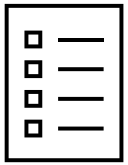
Openness of the System

The possibility for the students to choose practical organization modalities, rhythms

Human Support

The type of support provided to students and the type of person providing support

Construction of the typology (HySUP)



Questionnaire based on these five dimensions was submitted to higher education teachers

Focused on teaching

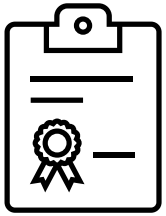
Type 1 "the stage" essentially textual resources
Type 2 "the screen": numerous multimedia resources
Type 3 "the cockpit": management tools and integration of relational and reflexive objectives

Focused on learning

Type 4 "the crew": knowledge building and interpersonal interactions
Type 5 "public space": opening of the system to external resources and freedom of choice for learners in their learning path
Type 6 "the ecosystem": exploiting a large number of technological and educational possibilities offered by hybrid systems

Two complementary dimensions (Charlier & Peltier, 2024)

The students perspective : their positioning on the dimensions evaluated by the teachers, through a specific questionnaire



Assessment of learning in hybrid environments: objectives, assessment types, and evaluation methods.

HySUP (2012)

HyPES (2025)

Understand hybrid learning in higher education

5 dimensions

7 dimensions

1 questionnaire for teachers

1 questionnaire for teachers + **1 questionnaire for students**

Methodology

Methodology

Quantitative study

About a specific course

1. Integration of in-person and remote learning
2. Mediation
3. Mediatization
4. Human Support
5. Openness of the System
6. **Assessment**

Variables

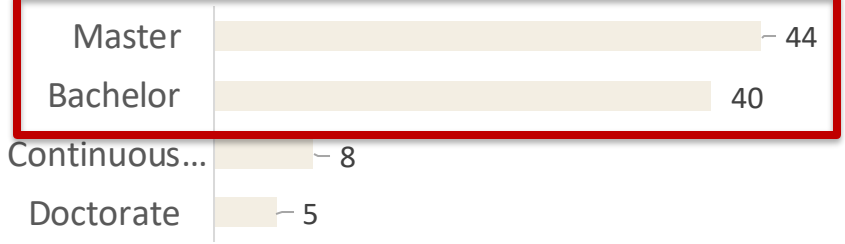
Initial survey results

Participants

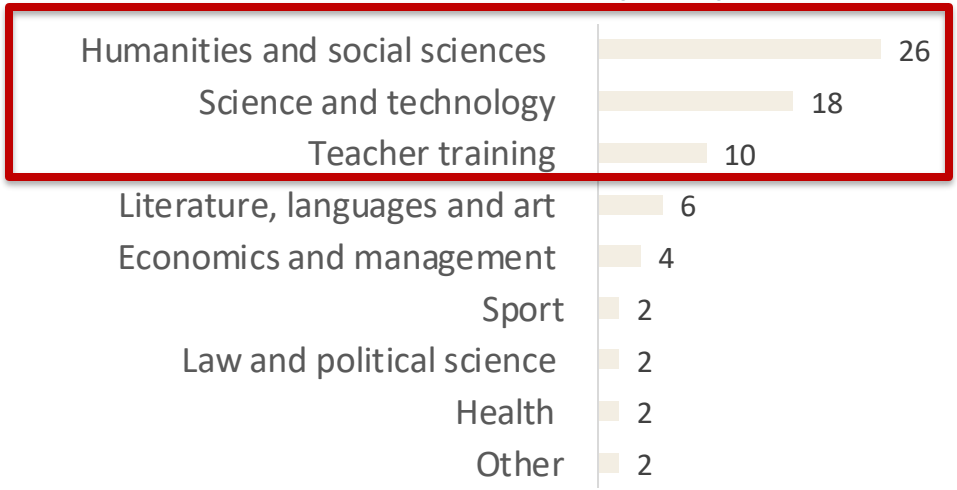
72

49
9
5
2
2
2
1
1
1

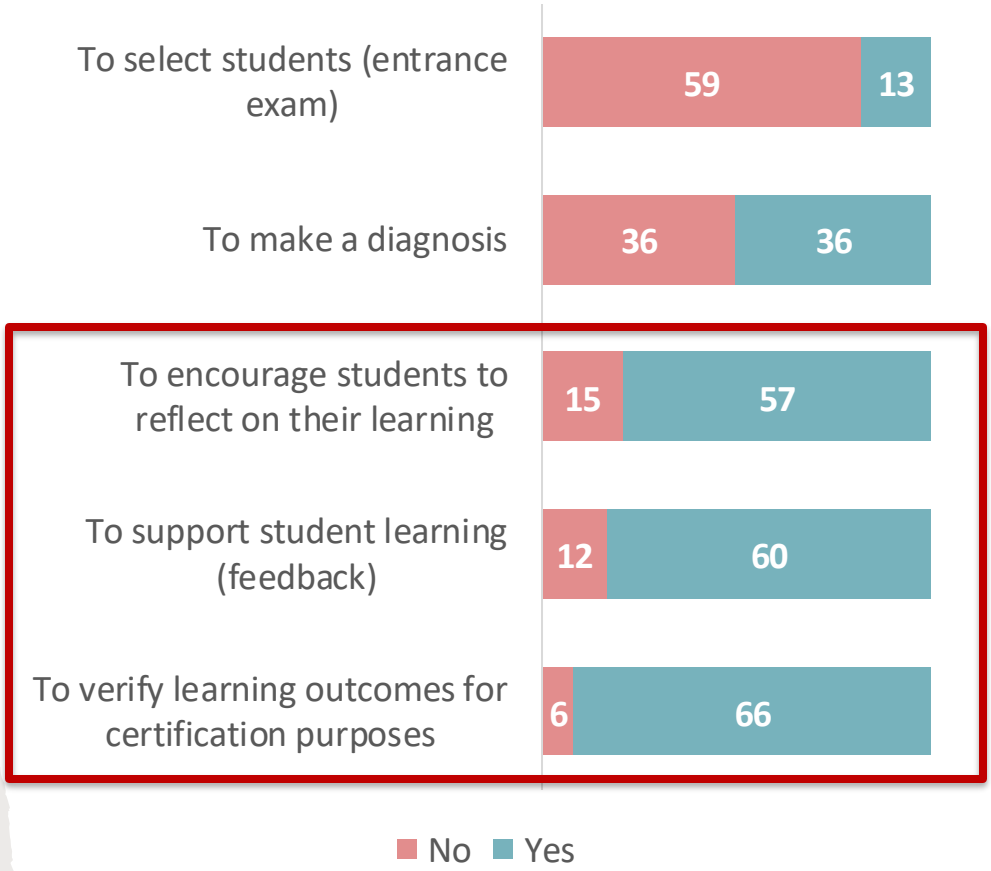
Course level (n=72)

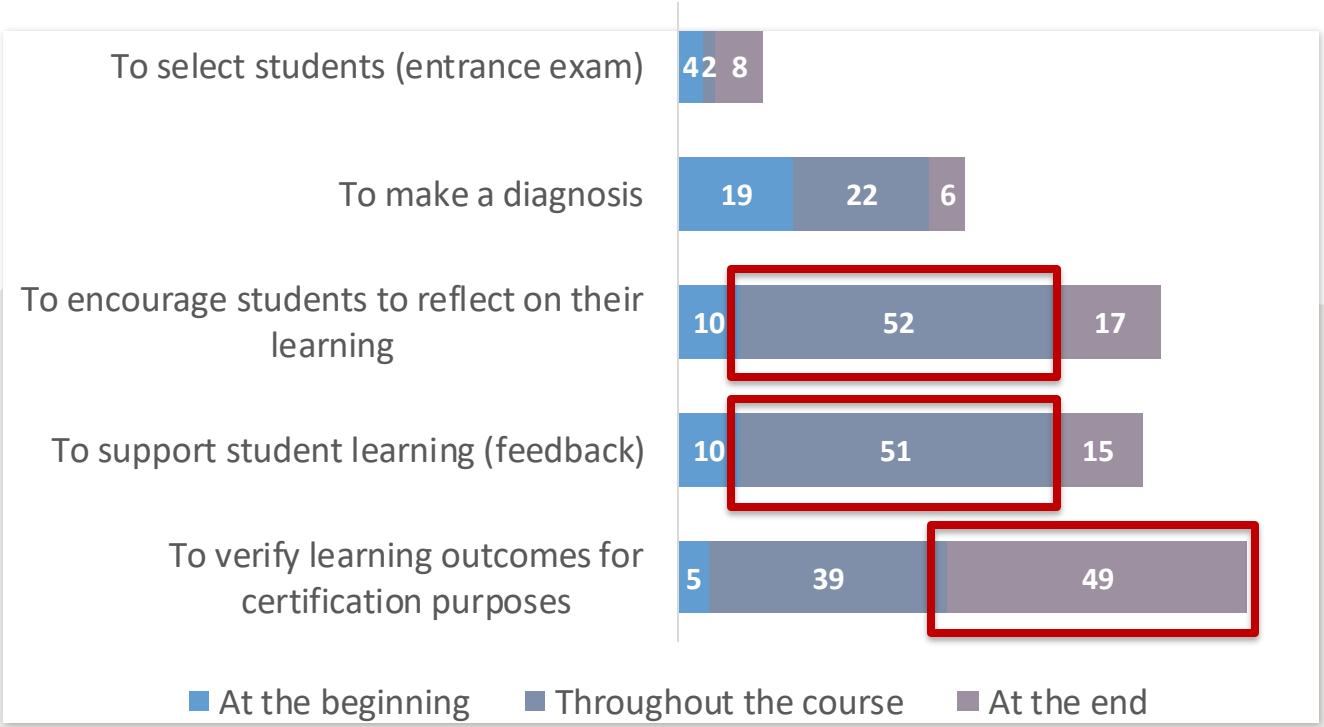


Course domain (n=72)



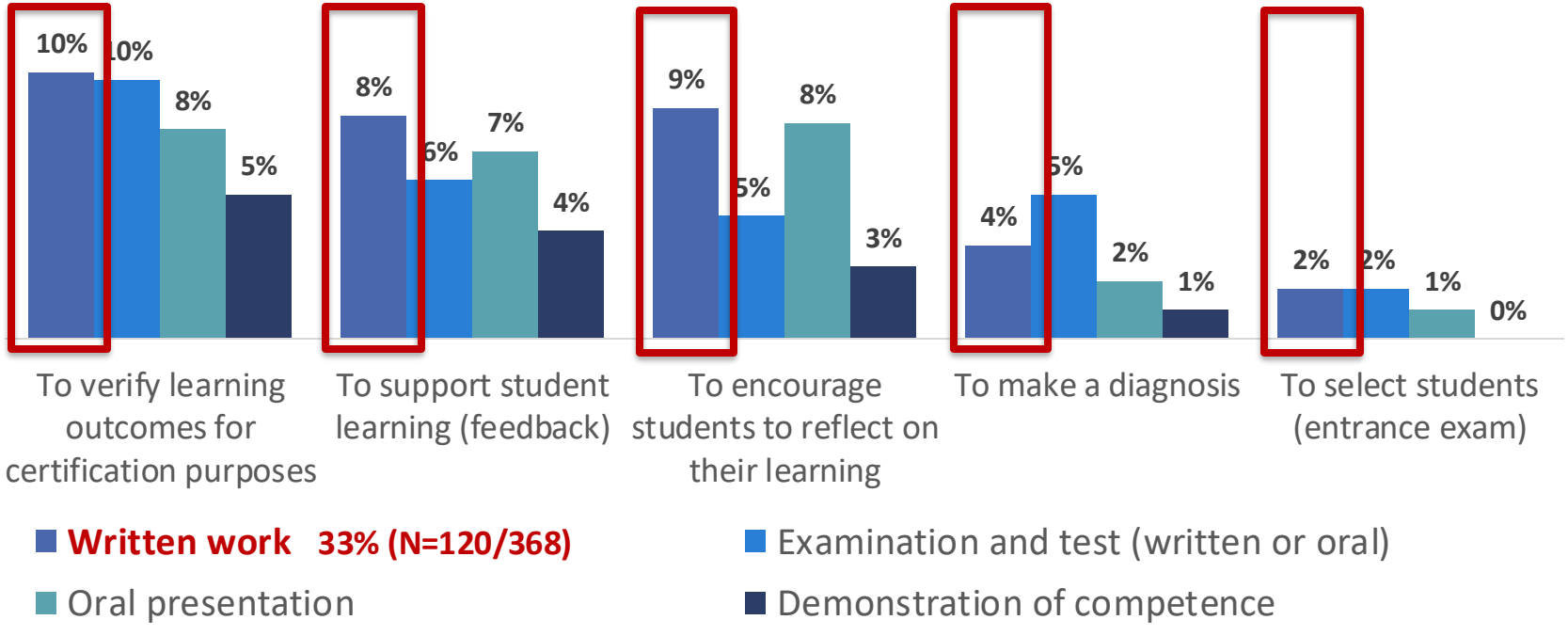
1. For which objectives do you propose an assessment in your course?





2. When do you propose an assessment in your course?

3. What types of assessment do you propose in your course?



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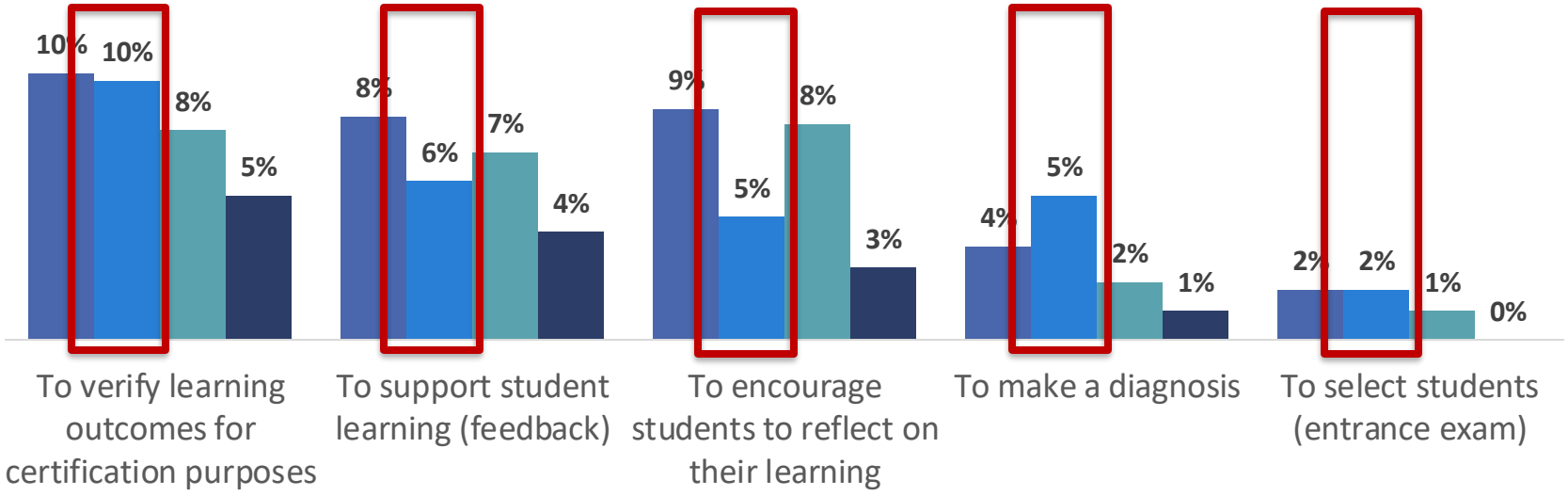

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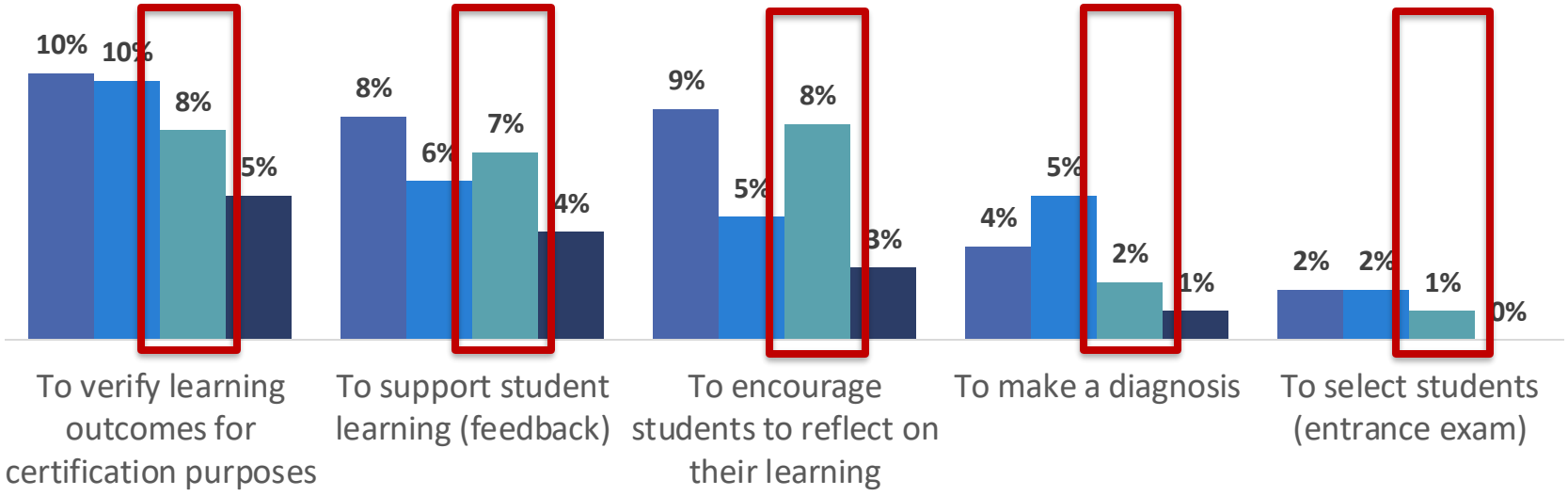

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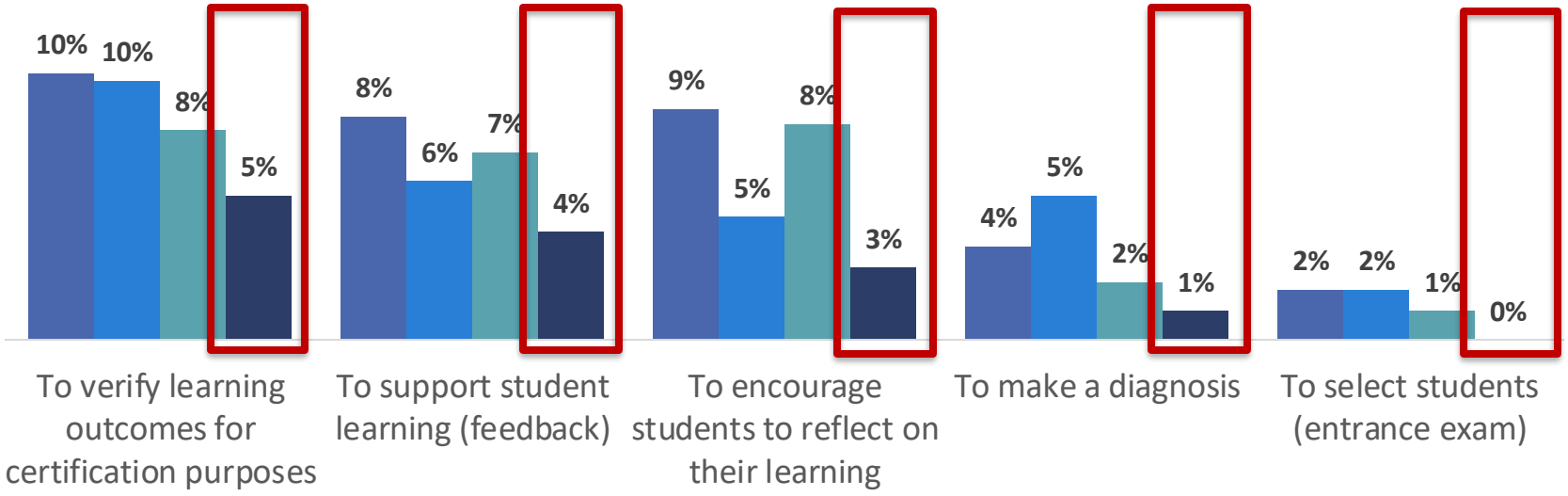
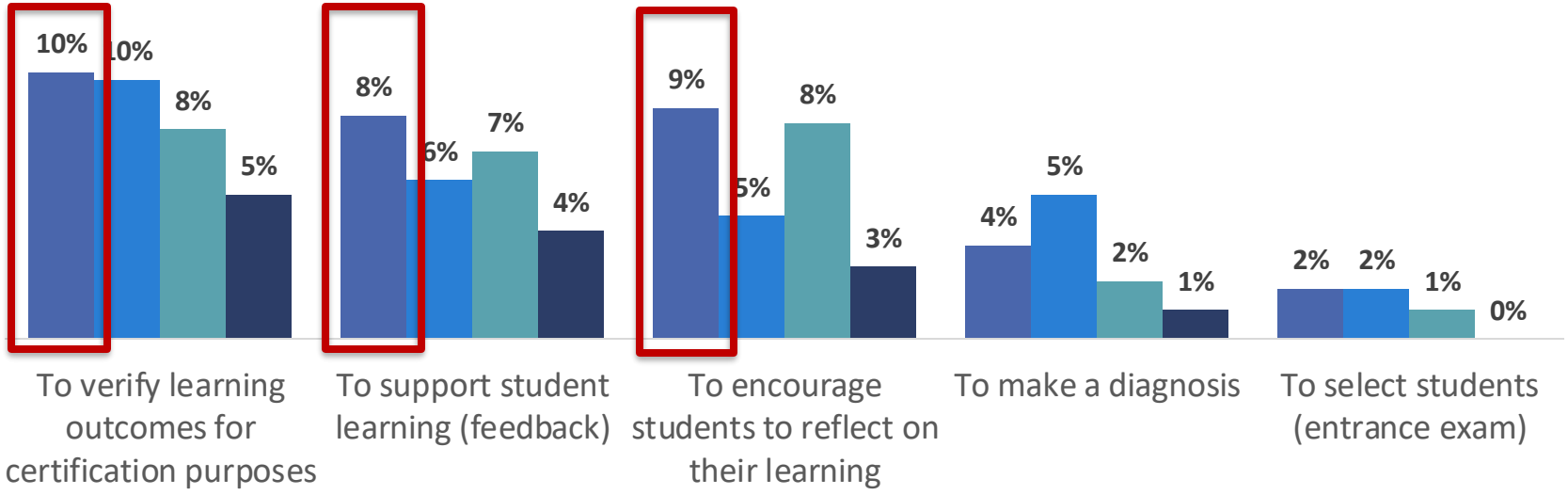
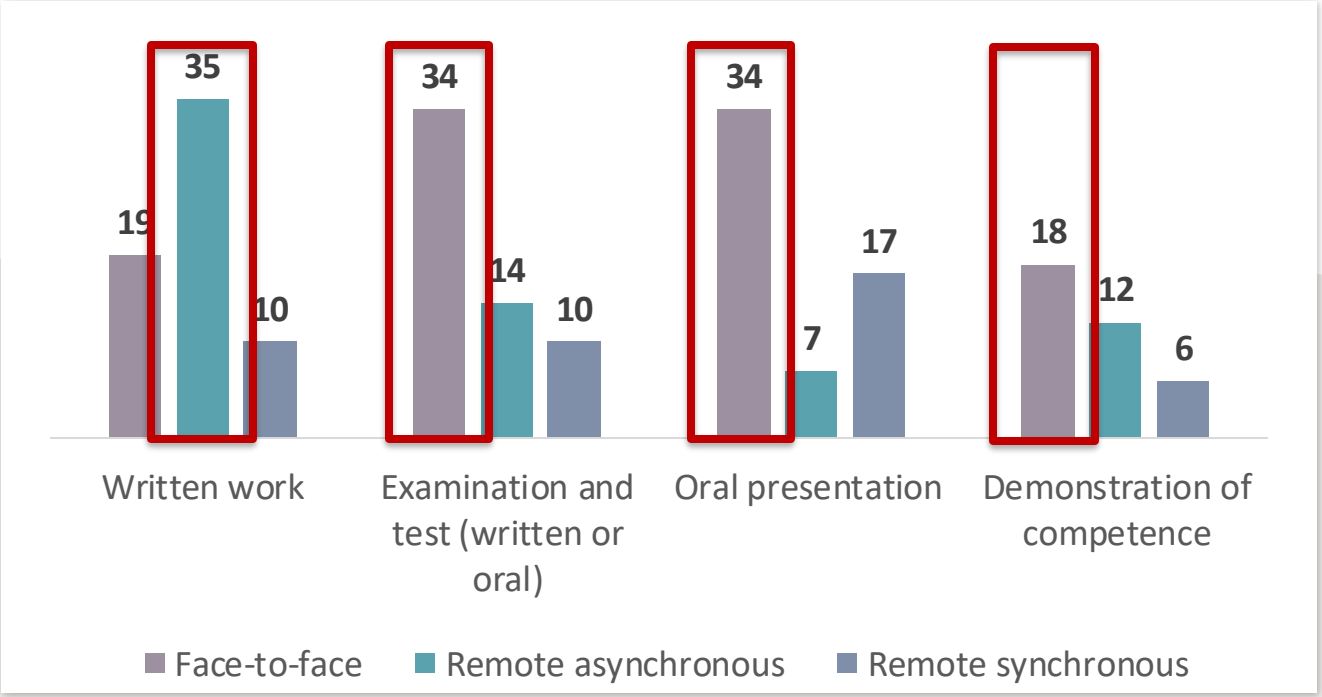


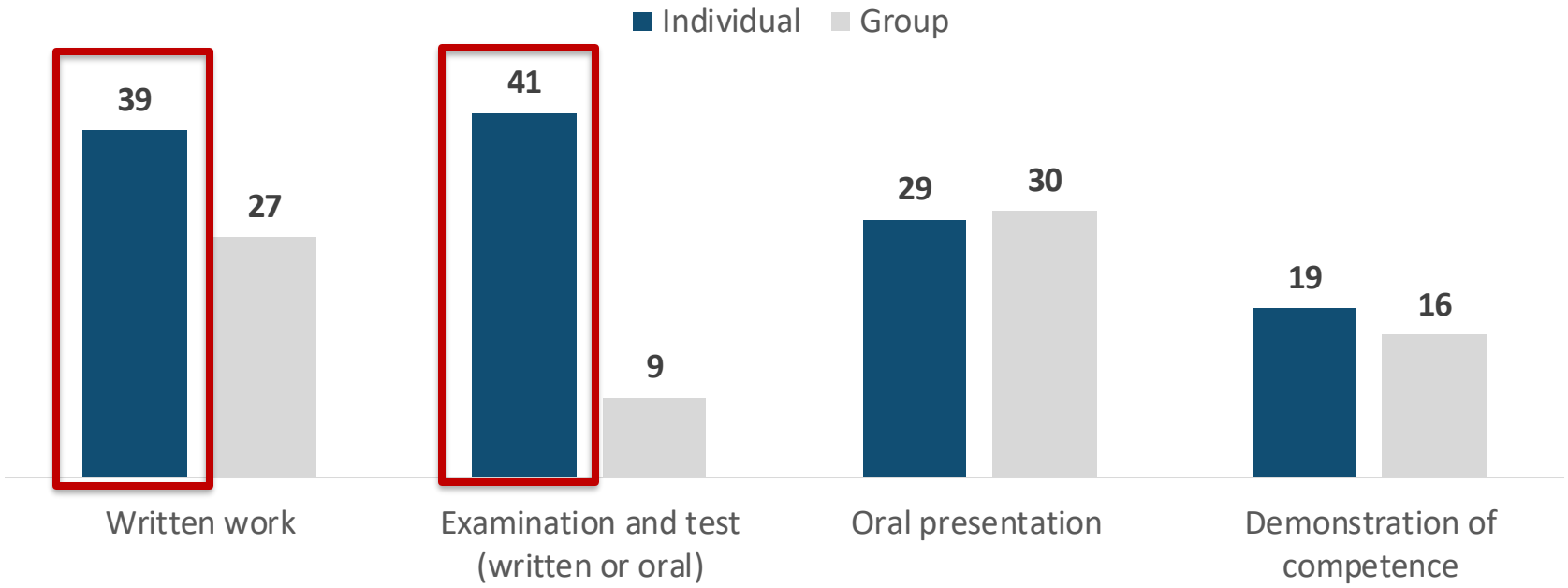
- Written work 33% (N=120/368)
- Examination and test (written or oral) 28% (N=102/368)
- Oral presentation 26% (N=97/368)
- **Demonstration of competence 13% (N=49/368)**

3. What types of assessment do you propose in your course?





4. What are the assessment methods for your course ?



4. What are the assessment methods for your course?

5. In your course, who is involved in the conception and the correction

	Design	Correction
Lecturer / professor	70	71
Students	7	12
External service	5	4
Automated processing (software, platform or AI)	4	6

6. How do you use digital tools to assess learning in this course?

	Face-to-face	Synchronous remote	Asynchronous remote	Total
Writing a paper, report, or analysis using a word processing tool	30	16	41	87
Participation in online quizzes, tests, surveys or questionnaires	32	17	34	83
Creation of presentation materials for oral examinations	22	13	33	68
Sharing teacher feedback using a digital tool	16	18	32	66
Sharing student feedback using a digital tool	10	17	23	50
File storage on a cloud or platform	14	13	19	46
Creation of digital portfolios or logbooks	12	8	25	45
Creating a video, podcast, or interactive image	10	7	25	42
Use of synchronous communication tools for oral examinations (individual or group)	11	21	8	40
Website, blog or wiki creation	8	5	14	27
Total	165	135	254	

Discussion and perspectives

Discussion

Diversity of assessment practices in hybrid learning environments

- Flexibility, hybrid learning = hybrid assessment
- How this diversity of practices relates to the existence—or absence—of institutional frameworks and guidelines ?

Most common method of assessment = written work and asynchronous remote

- Increasing use of AI tools by students (Decamps & Zanichelli, 2025; Sacré, 2025), especially for writing-related tasks (Ravšelj et al. 2025), there is a high risk that the work submitted has been produced with the help of these tools.
- the need to rethink forms of assessment ?

Limitations

1) Small sample

→ *Translation of the questionnaire and wider distribution underway*

2) Presentation of single-dimensional results

→ *Need to articulate them with the 5 other dimensions and with students perspectives*

Perspectives

1) Update a new typology of hybrid training systems
2) Analyze the perceptions of students and lecturer with the concept of friction and alignment (Vermunt and Verloop, 1999)
3) Develop a developmental and evolutionary model of hybrid systems to evaluate their quality through their respective levels of development

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Questionnaire : https://enquetes.univ-lorraine.fr/index.php/582848?lang=en