


# Chapter 6


## Transforming Assessment Practices: Effective Digital Tools for Meaningful Feedback

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### ABSTRACT

*The health crisis of 2020 has revealed major challenges in higher education, making digital assessment an essential strategic lever. This digital transformation is redefining assessment and feedback practices, which are now enriched by innovative technologies. Adaptive platforms now make it possible to provide personalised pedagogical follow-up. While assessment and feedback retain their traditional role, the integration of digital tools significantly multiplies their possibilities and their*

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*impact on learning. Digital technologies overcome the limitations of traditional approaches. The emergence of more sophisticated platforms is revolutionising assessment by enabling continuous and global monitoring. The use of adaptive assessment systems makes it possible to automate the continuous adjustment of the level of complexity according to the learner's past performance. This differentiated approach is fully in line with the paradigm of personalised learning pathways, where the algorithmic adaptation of content plays an essential role in optimising the knowledge acquisition process.*

## **INTRODUCTION**

The COVID-19 health crisis of 2020 has revealed major challenges in higher education, making digital assessment an essential strategic lever. According to Souto-Romero et al. (2024), this paradigm shift has made it possible to modernise the sector, redesign the academic experience and adapt the learning process to the new educational realities. This profound change, blending technological innovations with innovative teaching practices, requires in-depth analysis in order to identify key challenges and optimise its implementation and appropriation.

In this post-pandemic era, higher education has embarked on a digital revolution that is transforming assessment and feedback practices. Recent studies highlight that assessment, enhanced by digital technology, has become a core of the learning process (OECD, 2023; UNESCO, 2023). Nyathi and Sisimayi (2024) demonstrate that modern adaptive platforms such as Canvas, Moodle or Blackboard, equipped with their intelligent systems, enables extensive personalisation of pedagogical monitoring by providing students with detailed progress analyses and targeted recommendations.

While assessment and feedback retain their traditional roles of measuring learning and providing pedagogical guidance, the integration of digital tools into assessment practices greatly expands their possibilities and their impact on learning.

Makda (2025) and García-Peñalvo et al. (2021) highlight that innovative digital technologies address the constraints of traditional assessment approaches, which are often limited to summative assessment and one-way feedback. They emphasize that these technologies offer the opportunity for personalised learning, interactivity and real-time monitoring.

The emergence of more sophisticated training and e-learning platforms has revolutionised assessment, enabling continuous, global monitoring of each learner's activities and progress. The use of adaptive assessment systems based on dynamic algorithms allows for automating the continuous adjustment of the level of complexity of assessment tasks according to the students' previous performance. Through this

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