

# Chapter 2: Assessment Strategies and Pedagogical Design

Chapter 2, titled "Assessment Strategies and Pedagogical Design," provides a focused guide on how educators should implement H5P for student evaluation and learning. Briefly, the chapter covers three main areas: 1. Assessment Rules: It establishes that H5P's primary role is for low-stakes, formative assessment to enhance learning. It also outlines the strict conditions and necessary approvals required if an educator wishes to use H5P for summative assessment 2. Pedagogical Principles: It highlights foundational design rules for creating effective interactive content, emphasizing that activities must align with learning outcomes, provide constructive feedback, and be purposefully designed to avoid cognitive overload. 3. Academic Integrity: It stresses the ethical considerations of using digital tools, reminding educators not to bypass assessment controls, to refresh question banks, and to maintain transparency with students regarding how activities are graded.

- 2.1 Formative Assessment: The Primary Function of H5P
- 2.2 Summative Assessment: Restricted Use
- 2.3 Principles of Pedagogical Design
- 2.4 Ethical and Academic Integrity Considerations

# 2.1 Formative Assessment: The Primary Function of H5P

In the IIUM e-learning framework, H5P is primarily designated for **formative assessment and learning enhancement**. Its core strength lies in providing students with low-stakes opportunities to test their understanding and engage with course material during the learning process. When designing formative H5P activities, educators should ensure that feedback mechanisms are enabled wherever appropriate to actively guide student learning. If these formative activities are graded, they must remain **low-stakes**, with a recommended weighting of **not more than 10%** of the total course assessment.

# 2.2 Summative Assessment: Restricted Use

While H5P is a highly effective formative tool, its application for summative assessment is restricted and may only be implemented with formal approval. Educators wishing to utilise H5P for formal evaluations must seek approval from the relevant authority, such as their Kulliyyah, and must inform EMCU.

To qualify for summative use, the proposed assessments are subject to several strict conditions:

- They must demonstrate **clear alignment with Course Learning Outcomes (CLOs)**.
- Robust measures must be established to mitigate academic integrity risks.
- The assessment must feature limited attempts and controlled availability to ensure security.
- Educators must provide transparent grading criteria for the students.

# 2.3 Principles of Pedagogical Design

The effectiveness of interactive content relies heavily on sound instructional design. All H5P content developed for Moodle courses must adhere to foundational pedagogical principles to ensure a high-quality learning experience. Every activity must align clearly with the intended learning outcomes and maintain focus on a specific learning objective.

To maximise learner engagement, educators must ensure that H5P content is concise and purposeful, specifically designing activities to avoid cognitive overload. Activities should consistently provide constructive feedback to help students correct misunderstandings . Furthermore, H5P tools should be used strategically to complement existing learning materials, rather than simply duplicating content that is already available.

# 2.4 Ethical and Academic Integrity Considerations

Maintaining academic integrity is paramount when integrating interactive digital tools into a course. H5P must never be used to bypass established institutional assessment controls. To uphold these standards and prevent cheating, educators should ensure that question banks are regularly refreshed where applicable. Additionally, transparency is crucial for ethical teaching; students must be clearly informed in advance about the purpose of the H5P activities and their exact assessment weight within the overall course grading structure.