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Teachers' Perceptions About Authentic Assessment in Higher Education: A University Case Study

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ABSTRACT

Recently, there has been a shift in the assessment paradigm in higher education (HE), moving away from traditional assessment systems towards authentic assessment (AA). AA ensures profound and high-quality learning outcomes, diverging from the standardized, memory-centric approaches often found in traditional assessment systems. This qualitative study aimed to explore the perceptions of university teachers regarding AA. The researchers purposively selected participants from nine departments of the Faculties of Arts & Humanities and Social Sciences at Hazara University Mansehra, Pakistan. Through semi-structured interviews, the perceptions of 14 university teachers were analyzed through thematic analysis. The five main themes emerged as 1)deviating from traditional assessment methods, 2)connected to the real world, 3) abilities and skills, 4)connected to the future, and 5)updated knowledge. Three sub-themes for a primary theme, abilities, and skills also emerged: i)assessing professional skills, ii)behavioral skills, and iii)problem-solving skills. The findings highlighted that AA requires assessing students' abilities, skills, and current knowledge to prepare them for the future. University teachers also emphasized the importance of determining behavioral, problem-solving, and professional skills relevant to students' respective disciplines. The study recommends universities integrate AA methods to better prepare students for real-world challenges and professional environments, ensuring they possess the necessary competencies for their future careers.

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INTRODUCTION

Assessment is the process of systematically evaluating and forming judgments about student learning and progress. Authentic assessment (AA) is a method that guarantees the attainment of comprehensive and high-quality learning (Ibarra-Sáiz et al., 2020, 2021), as opposed to standardized assessments that focus solely on memorization (Constantinou, 2020; Serrano et al., 2018). Authenticity in assessment refers to the concept that students demonstrate their practical and creative abilities by applying their information in a way that closely resembles the complexity and contradictions they are likely to encounter in real-world situations (Ajjawi et al., 2023; Akbari et al., 2022; Kearney, 2013; Munandar et al., 2020).

AA endeavors to equip students with the essential skills and competencies required for navigating the job market successfully upon graduation (Sotiriadou et al., 2020). In contrast to traditional assessments, like memorization-based exams with limited real-world relevance, AA prioritizes practical outcomes. By centering on authentic contexts, learners enhance their understanding and retention of new material, fostering a more student-centric approach (Gleason, 2018). The move towards AA has been spurred by three pivotal factors: a rejection of multiple-choice tests due to their limitations, an increasing fascination with alternative assessment methods, and a

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commitment to providing students with opportunities for practical learning and real-world knowledge application (Wiewiora & Kowalkiewicz, 2019).

AA plays a pivotal role in bolstering students' skills, thereby enhancing their employability prospects (Sotiriadou et al., 2020). Moreover, traditional assessment methods like paper and pencil examinations (true-false, multiple-choice, matching, and similar formats), which primarily focus on rote memorization, are ill-suited for promoting profound surface learning (Le Thi Viet & Bouilheres, 2017). While tests and exams are ubiquitous worldwide, they often focus on lower-order thinking abilities. However, when students are evaluated effectively, their competencies are honed to meet the demands of the workplace. AA, which contextualizes students' learning within real-world scenarios, is pivotal in gauging their mastery of specific skills (Villarroel et al., 2019; Winarso, 2018).

In Pakistan, the effectiveness of AA as an educational technique for enhancing student learning was investigated at the primary level (Azim & Khan, 2012). The researchers employed the five-dimensional model of authentic evaluation provided by Gulikers et al. (2004). The results of this study indicate a significant enhancement in the students' higher-order cognitive abilities. Universities play a pivotal role in implementing AAs, with university teachers serving as crucial stakeholders in this endeavor. However, there needs to be more exploration into the perceptions of university teachers regarding AA within the Pakistani context. Recognizing this gap, we conducted a study to delve into university teachers' perspectives on AA. University plays a vital role in practicing AA. The present research study seeks to investigate the perceptions of university teachers about AA.

Assessment stands as a pivotal component within the teaching-learning process. This research delved into university teachers' perceptions of AA, unraveling crucial insights into this pedagogical approach. The findings bear particular importance for department heads, faculty deans, administrators, teachers, students, and all stakeholders within the university community. Moreover, they are relevant to the Higher Education Commission (HEC), practitioners in the field, industry stakeholders, policymakers, curriculum developers, and students nationwide. Furthermore, the findings extend their significance to the global landscape of HE, offering valuable insights for future researchers aiming to comprehend the nuances of AA.

The present study is a case study conducted at Hazara University Mansehra, Pakistan. Established in 2002, Hazara University is a public sector higher education (HE) institution in Khyber Pakhtunkhwa, located 14 kilometers north of Mansehra city along the Karakoram Highway. The university adheres to semester regulations that were approved by the syndicate during its 36th meeting on November 6, 2017. The semester norms at Hazara University Mansehra include assignments, presentations, quizzes, midterms, terminal examinations, project work, seminar papers, tutorial participation, practical/lab tests, internships, group discussions, and a final examination and research to assess the performance of students at (Hazara University, 2017). The current research study was delimited to the Faculty of Arts & Humanities and the Faculty of Social Sciences of Hazara University Mansehra.

Research Question

The research question of this research study was as follows:

- What are the perceptions of Hazara University teachers about authentic assessment?

LITERATURE REVIEW

AA encompasses a range of definitions by various authors. Yet, at its core, it entails assessing students through the implementation of knowledge and skills in real-world situations (Mueller, 2005; Yan & Boud, 2021). AA necessitates students to employ the same competencies, blending knowledge, skills, and attitudes, which are essential for real-world professional scenarios (Gulikers et al., 2004). AA holds particular significance within work-integrated learning initiatives, designed to seamlessly connect theoretical knowledge with practical application, effectively bridging the gap between academia and real-world practice (Jackson, 2018).

The essence of AA lies in its emphasis on real-world tasks that demonstrate the practical application of knowledge and skills, as noted by various authors. It necessitates students to utilize a blend of competencies encompassing knowledge, skills, and attitudes essential for professional scenarios. Within work-integrated learning, AA plays a pivotal role in seamlessly linking theoretical knowledge to practical application, effectively bridging the academia-real-world gap. Unlike traditional assessments that primarily measure abstract knowledge acquisition, AAs assess the abilities and skills important for real professional environments, thereby enhancing both subject knowledge and professional competencies (Wootton, 2021).McArthur (2023) crafted a concept of AA delineated into three sequential stages. Initially, the emphasis is on comprehending society, diverging from traditional depictions of the working or real world. Subsequently, attention transitions from the task's execution to its underlying purpose, elucidating its role in affirming the student's social identity. Finally, underscores the transformative potential of AA, advocating for its pivotal role in catalyzing societal progress rather than mere preservation of the status quo.

The term 'authenticity' originates from two Greek words, 'auto' (meaning self) and 'hentes' (meaning doer or being). Embracing authenticity in learning showcases individuals as both learners and practitioners. Consequently, AA can be viewed as evaluating learners in action. In essence, AA necessitates students to apply knowledge in real-world scenarios and reflect on their experiences (Eddy & Lawrence, 2013). AA holds particular significance in work-integrated learning, as it bridges the gap between theory and practical application (Jackson, 2018). The concept of aligning assessments with real-world applications within our disciplines deeply resonated with our teaching methodologies, rooted in our firsthand experiences of effective practices. Despite the novelty of the theoretical framework and terminology associated with AA, its clear alignment with practical teaching approaches was undeniable (Grant et al., 2021).

AA is essential for handling real-world problems as it

promotes open-ended questions, critical thinking, and creative and independent learning. By utilizing their cognitive and higher-order thinking skills, learners having diverse backgrounds can effectively apply theoretical knowledge in AA practices to real-world problems (Fook & Sidhu, 2010). Traditional exams fall short in promoting deep learning, which necessitates not just rote memorization but also knowledge construction, collaborative efforts, reflective practices, and critical thinking (Endedijk & Vermunt, 2013). While standard tests such as true-false, matching, or multiple-choice questions can serve as effective tools for evaluating students' listening skills, educators who overly rely on these assessments may inadvertently stifle their students' creativity and hinder the development of reflective learning (Endedijk & Vermunt, 2013; Koh, 2017). Moreover, numerous research findings indicate that tasks evaluated in artificial settings often focus on recalling facts or reproducing knowledge, limiting students' engagement in higher-order thinking and problem-solving activities that foster deep learning. AA and learning, on the other hand, emphasize real-world scenarios, promoting critical thinking and empowering students to take charge of their learning. This paradigm shift requires students to transition from passive recipients to active investigators in their educational journey (Maniram, 2022).

Constructivist and active learning serve as essential frameworks for understanding authentic learning methodologies. In such contexts, educators enrich the learning journey by seamlessly integrating theory with hands-on experience, empowering students to assume ownership of their educational journey. A constructivist approach fosters the development of extraordinary problem-solving skills and critical thinking abilities, which are crucial for navigating the complexities of an evolving world (Morosan et al., 2017). Assessment plays a pivotal role in both the learning journey of students and the hiring process for organizations looking to onboard fresh graduates (Nkhoma & Nkhoma, 2019). Numerous stakeholders in higher education express profound concerns regarding graduate employability, often holding universities responsible for ensuring students possess the requisite knowledge and skills for prosperous careers. The proposed remedy to this issue often centers around assessment. However, a primary challenge with assessment practices in HE is their lack of alignment with students' future professional endeavors and their disconnect from the real-world challenges encountered by professionals in the workplace (Kinash et al., 2018). In readiness for the workplace and its inherent complexities, AA affords students the opportunity to envision themselves as real-world professionals in their respective fields, providing practical experience and skill refinement (Sotiriadou et al., 2020). HE endeavors to provide relevant and practical courses that equip graduates to thrive in an ever more digitized world, both professionally and personally (Nieminen et al., 2022).

In the last few decades, there has been a rise in the utilization of genuine methods for teaching and learning in HE (Fook & Sidhu, 2010; Gulikers et al., 2004; Haynes, 2010; Villarroel et al., 2018). The most common definition of genuine assessment in HE is the use of real-world tasks (Karunanayaka & Naidu, 2021). It is commonly assumed that the real world refers to employment, where graduates can utilize their knowledge and abilities in various professions and at different workplaces (James & Casidy, 2016; Wiewiora & Kowalkiewicz, 2019). Sokhanvar et al. (2021) stated that AA enhances students' learning journeys in HE by fostering essential skills such as communication, problem-solving, critical thinking, and collaboration. Additionally, it boosts students' confidence and cultivates self-awareness and reflective thinking, all of which are invaluable for their future professional endeavors. Sambell and Brown (2021) asserted that novel methodologies for instruction, acquisition of knowledge, and evaluation in tertiary education often revolve around the advancement of AA practices. McArthur (2023) stated that the use of AA is often defined as evaluation aligned with real-world tasks, the professional sphere, or authentic knowledge. Through its emphasis on real-world relevance, modern HE has significantly enhanced its engagement with society.

Previous studies have demonstrated that AA positively impacts learning, particularly by enhancing students' motivation, metacognitive skills, dedication, and autonomy in learning (Villarroel et al., 2018; Wu et al., 2015). Research indicates that AA enhances students' employability by equipping them with the necessary knowledge and skills to excel in their professions(Villarroel et al., 2018). Students perceived authentic evaluation as fair, beneficial, and directly relevant to their future careers. They appreciated the opportunity to reflect on their learning and performance, as well as the feedback received throughout AA activities (Sokhanvar et al., 2021).

METHODOLOGY

The descriptive case study was adopted in this qualitative study to explore the perceptions of university teachers about AA (Cresswell, 2013).

Population and Sample

The research population comprises the entire pool of potential respondents from which the sample is drawn (Gay et al., 2016). Cresswell (2013) delineated that in qualitative research, researchers deliberately select participants and sites based on individuals and locations that can provide insight into the central phenomenon under study. In this research study, 14 participants were purposefully selected out of 387 university teachers. The participants were purposively selected from nine departments of arts and humanities and social sciences groups. The participants who were willing to provide a detailed and thick description of the intended topic and have a minimum of five years of experience in relevant disciplines at Hazara University were purposefully selected. In this study, the minimum work experience of the participants in Hazara University in their relevant discipline was ten years, while twenty-three years was the maximum. The three participants were associate professors, seven were assistant professors, and four were lecturers.

Research Instrument

A one-on-one interview approach was applied to gain rich insight into AA. The data was collected through semi-structured interviews with self-designed open-ended questions (Creswell, 2013). According to DeJonckheere and Vaughn (2019), a semi-structured interview is an effective

method for collecting data that delves into participants' cognitive processes, beliefs, and emotional states.

Data Collection

In this study, data was collected from 14 participants using semi-structured interviews lasting between 25 and 45 minutes. Participants provided detailed descriptions of their perspectives on AA. Due to the semi-structured nature of the interviews, the researcher also posed unstructured probes and provided prompts. The researcher asked questions such as: What do you understand by the term authentic assessment? Probe: How do you define authentic assessment? The interviews were recorded on a mobile device for further processing. After each interview, the researcher expressed gratitude to the participants.

Moreover, data collection was stopped when the categories or themes became saturated, meaning that additional data was needed to yield new insights or uncover new properties (Creswell & Creswell, 2018). In the current study, Ethical guidelines were followed, and consent was obtained from the participants before conducting the interviews. Additionally, participants were assured that the collected data would only be used for research purposes. To maintain confidentiality, the participants were assigned identification numbers ranging from P1 to P14.

Validity and Reliability

The strategies for validation of qualitative research used most frequently organized by Creswell and Creswell (2018): Employ member checking to ascertain the veracity of the qualitative findings by presenting the final report or specific descriptions or themes to the participants for validation; Utilize a comprehensive and extensive description to communicate the findings effectively. Qualitative researchers offer intricate descriptions from several perspectives on a particular issue, resulting in more authentic and comprehensive results. Provide contradictory or opposing information that contradicts the main ideas. By dedicating an extended period in the field, the researcher acquires a thorough comprehension of the topic being investigated. In the current study, visits back to the participants, rich, thick, detailed descriptions, and spending 25 to 45 minutes with participants during interviews were employed to enhance the validity. In the current study for reliability, the transcription, code writing, memo writing, and definitions were read several times to avoid obvious mistakes.

Data Analysis

The data obtained from the semi-structured interviews was analyzed using Braun and Clarke's (2013) six-step thematic analysis method. In the first step, the data was read and re-read several times to familiarize the interviewees with what they wanted to convey, paying careful attention to each word. In the second step, the data was organized into meaningful codes, which were then converted into smaller chunks. These chunks were underlined to highlight material relevant to the research objectives and questions. The third step involved searching for themes by identifying repeated ideas and significant themes from the codes. Themes represent persistent ideas within the interview texts. In the fourth step, the researcher reviewed the themes to find any missing ones, checked them against the research questions, and refined them as needed. During the fifth step, the themes were refined, the essence of each theme was determined, and titles were assigned. In the final phase, the themes were summarized, and a comprehensive report was compiled using the results.

FINDINGS

This qualitative study explored the perceptions of university teachers regarding AA. The thematic analysis of data resulted in five themes offering a comprehensive understanding of university teachers' views regarding AA. The themes that emerged from data analysis are presented below in Figure 1:

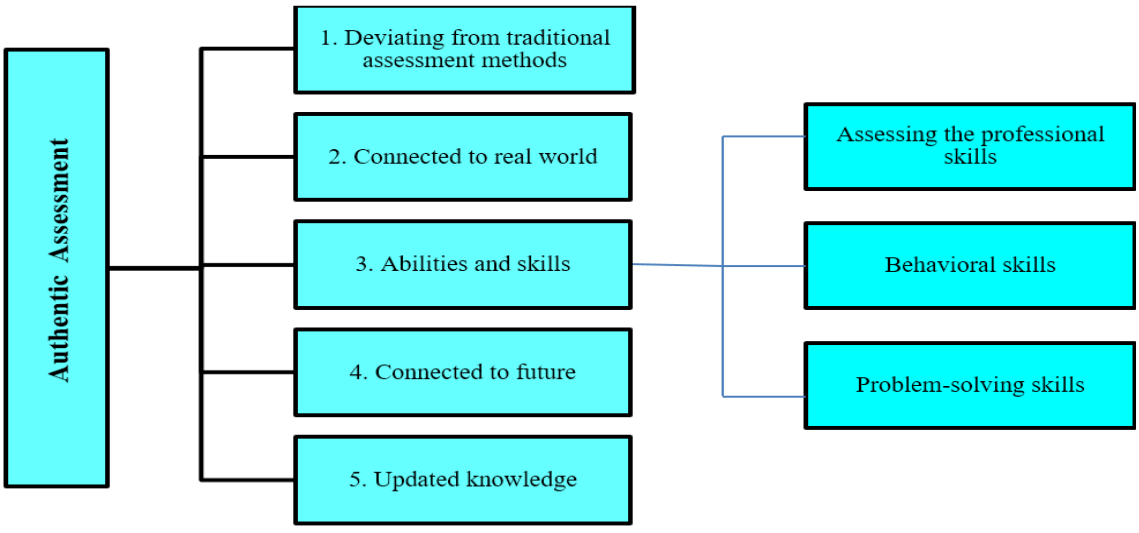

Fig. 1. Themes: University Teachers' Perceptions About Authentic Assessment

Theme 1. Deviating from Traditional Assessment Methods

In general, teachers assess students through written papers, typically focusing on assessing memorized knowledge. This conventional method, rooted in traditional assessment practices, emphasizes students' ability to recall information. However, AA presents a departure from this approach. In AA, teachers not only assess memorization but also assess how students apply their knowledge

through performance-based tasks. The participants in the current study recognized and highlighted this fundamental distinction in assessment methods.

P-08 stated:

"It is different from the traditional method of assessment. In traditional assessment, students' knowledge is assessed, while in AA, students' understanding and different skills are assessed along with knowledge".

P-13 highlighted:

"AA focuses on new techniques and technology instead of paper pen assessment. In AA, the bookish and fixed notes are replaced by global information, not only at the end AA require time to time practical project".

P-09 explained:

"Our program is a professional degree, so along with traditional assessment practices, we also send students in fields and assign them different assignments relevant to their subject and topics in which they prepare for the future."

The quotes highlighted the distinction between traditional and AA methods. While the former often prioritizes memorization, the latter delves deeper into students' understanding, skills, and practical applications. In today's globalized context, AA embraces a broader spectrum of knowledge beyond textbooks. Through a mix of assignments, hands-on activities, and fieldwork, it promotes a holistic learning experience, ensuring ongoing development across academic sessions.

Theme -2: Connected to the Real World

AA involves assessing the extent to which students' learning aligns with real-world contexts. Consequently, teachers need to bridge the gap between classroom learning and real-world application in their assessments. The feedback from participants indicates that teachers at Hazara University are assessing students through AA in real-world contexts.

P-09 observed the AA as an epitome of authentic assessment:

"AA means to assess how students can cope with real-world problems. AA is an ideal assessment. If teachers adopt it with spirit, students can be more polished for their relevant industry in the real world."

P-02 perceived:

" For AA, first, we listen to students' ideas, then ask them how your ideas connected to the world."

Furthermore, P-01 described:

"Assessing how students can apply their academic learning and knowledge for real life."

The statements from various participants indicate that teachers at Hazara University perceive AA as evaluating how students' learning applies to real-world scenarios. The teachers actively interact with students' ideas, prompting them to connect academic concepts to practical situations. By assessing students' ability to apply their learning in real-world contexts and address genuine challenges, these teachers foster a deeper understanding and readiness for real-life situations.

Theme-3: Abilities and Skills

AA entails evaluating students' competencies and skills within the context of their academic disciplines. During discussions, Hazara University teachers emphasized the critical role of assessing students' abilities and skills as part of AA practices.

P-06 viewed:

"For AA, assess students' abilities and skills for real-world and also assess how much skills are enhanced in students."

In line with P-06, P-08 also described:

"AA requires the assessment of the application of all the knowledge and skills that students have learned from different academic sources for the real world. In the first two semesters, we try to design tasks by which students understand real-world problems and move toward application".

P-10 highlighted perspectives on abilities and skills:

"We assess interpersonal and personal skills of students. We assess these skills and see where our students place".

The teachers' responses underscore the significance of AA, which involves realistically evaluating the unique abilities and skills of each student. This encompasses not only personal and interpersonal skills but also tracking skill progression and determining where students stand in terms of proficiency within their specific disciplines.

Theme 3.1 Assessing the professional skills

Professional skills play a vital role in HE, enriching students' learning journey. AA is essential for assessing these skills effectively. The participants in the current study likewise acknowledged the importance of AA in evaluating students' professional capabilities.

P-01 articulated:

"For me, an AA means to assess students for professional skills. Or the knowledge that will help me spend my professional life in the future and apply what I have learned in the professional world. If students' academic knowledge cannot connect them with the professional world, then this education is not considered as professional education".

Furthermore, P-10 included personality assessment alongside professional skills:

"AA refers to professionally training the students and assessing their professional knowledge, skills, and personality judgment. In my view, AA means properly assessing where students professionally stand ".

The above responses highlighted for AA Hazara University's teachers assess students' professional skills. It is also important to evaluate the alignment of professional skills with the professional world because after completing their educational program, students work in the real world and practically join the profession. So, according to participants, it is essential to assess professional skills and align them with the requirements of the working world.

Theme 3.2 Behavioral skills

Behavior plays a significant role in individual life, especially in HE; it requires assessment. The current study's

responses show that Hazara University teachers assess students' behavioral skills for AA.

P-06 stated:

"AA means to assess students' communicational and behavioral skills and knowledge of the subject."

P-02 responded:

"We also focus on how students will behave as an architecture. Developing students' behavior is significant for the architecture department because many lives relate to architecture, so we assess students' professional behavioral and technical capabilities.

P-05 viewed:

"AA means to assess class behavior and discussion with teachers and peers."

The responses mentioned above show that for AA, teachers assess students' professional behavior, class behavior, class discussion, communication, and subject knowledge.

Theme 3.3 Problem-solving skills

The problem-solving skills are vital to survive in the real world, so it is vital to assess this skill because educational institutes prepare the product (students) for the real world. This product (students) competes with others. The participants' responses show they perceived the assessed problem-solving skills of students as AA.

P-02 said:

"AA means assessing the ability of students to face real-world problems."

Similarly, one more participant, P-08, viewed:

"We assess how students can solve particular problems, how they deal with the public. How to ask questions from peers and deal with their questioning".

The quotes above indicate that teachers assess students' problem-solving skills. Teachers assess how students interact with each other and solve the problems in assigned tasks. Teachers also assess how they deal with the public because individuals face problems during public dealing.

Theme-4: Connected to Future

The goal of education in any educational institution is to prepare individuals to play a significant role in society. So, it is essential to assess the connection of academic knowledge and learning practices to the future. The participants' responses show that they perceived the need to assess the connection with the future according to the particular discipline for AA.

P-06 stated:

"For AA, assess what students want to do in the future? For example, future planning, future goal, and how much they dedicated behind this goal, and what is the logic of the goal".

P-02 explained:

"For AA, we assess students, not only for the subjects; we also assess many things for the future. We assess overall capabilities of students and how they can perform in the future".

P-09 articulated:

"Our program is a professional degree program, so we need to prepare students for the future and assess them. For this purpose, we also need to have good links with the tourism industry".

P-10 highlighted:

"Assess whether students incorporate things for future demands."

The quotes above suggest that teachers at Hazara University perceive AA as a means to evaluate the relevance of learning to future contexts. Given the rapid pace of change, it's crucial to align educational learning with future needs, as students will eventually contribute to society in various capacities upon completing their university programs.

Theme-5: Updated Knowledge

Emphasizing the objective of integrating and assessing updated knowledge is vital, as it directly contributes to serving society's needs. Multiple participants highlighted their perception of assessing the integration of updated knowledge within their disciplines as essential for AA.

P-02 indicated:

"AA refers to assessing the incorporation of updated knowledge from the last decade and very little from old in students' assigning tasks. For updated knowledge incorporation of people's needs and current trends assess in students' projects".

Moreover, P-01 stated to include case studies and contemporary technology for enhanced knowledge:

"It means the assigning activities to students are not based on bookish knowledge, but assign them a problem to students and send them to a community……..then ask them to see the recent national and international case studies. When they have case studies, standards, and users' requirements, then ask them to see the modern technology".

Similarly, P-10 suggested incorporating current and reference books:

"AA means to assess updated knowledge in students' assigned tasks; it means to assess whether students use current books, reference books, research, and websites or not. The incorporation of current research proves authenticity".

The quotes collectively reveal that university teachers perceived current societal needs and trends as essential components of updated knowledge. They actively move away from relying solely on traditional textbook information, instead integrating insights from the past decade and prompting students to engage with recent national and international case studies. Additionally, these teachers assess students' ability to apply current societal needs and trends within the framework of their disciplines. Moreover, the integration of modern technology is emphasized as a vital aspect of updated knowledge, with teachers evaluating students' proficiency in its utilization. Furthermore, these teachers also consider future needs within their subjects when assessing students' readiness and comprehension.

Discussion

The current study's findings underscored the distinction between AA and traditional methods, such as written examinations, which often prioritize memorization over practical application. This aligns with a research study conducted in Singapore (Gleason, 2018), further emphasizing that AA emphasizes the practical application of knowledge, unlike traditional assessments where memory retention is typically the primary focus (Constantinou, 2020). This finding resonates with the results of another research study, which identified three key factors driving the shift towards AA: The discontent with multiple-choice exams, increasing interest in alternative assessment techniques, and a desire to offer students more chances to apply their knowledge and practical learning experiences (Ajjawi et al., 2023; Akbari et al., 2022; Darling-Hammond & Snyder, 2000; Wiewiora & Kowalkiewicz, 2019).

The current study findings underscored the essence of AA in bridging students' learning with real-world applications. This means assessing practices that hold significance in real-world contexts. This aligns with another study conducted in Australia (Gunasekara & Gerts, 2004), which defines AA as tasks reflecting real-world scenarios where students apply their knowledge aimed at generating learning outcomes with practical relevance (Yan & Boud, 2021). The current study's findings underscored the importance of AA in assessing students for professional competencies, ensuring their effectiveness in the post-academic program phase. This finding aligns with research conducted in Australia (Sotiriadou et al., 2020), indicating that the primary objective of implementing AA is to prepare students with the skills and abilities required in the post-graduation job market (Wootton, 2021).

CONCLUSION

The purpose of our study was to explore the perceptions of university teachers about AA. The findings of our study show that university teachers have an understanding of the main difference between AA and traditional assessment. Findings revealed that AA connected the HE to the real world because it requires assessing different abilities and skills, such as professional, problem-solving skills, and behavioral skills. The updated knowledge and future needs regarding discipline also require assessment.

Implications

This study is based on university education, which is the last platform for students' academic careers. The themes that emerged from this study are very innovative and have significance, particularly for students' academic careers, as well as for their life after education, especially for their (students) professional lives. So, the themes that emerged should be part of the assessment. The emerging themes are significant for the HE all over the world.

Conflict of Interests

The authors has declared that no competing interests exist.

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