Insights from the Perspective of Examiners on the Justification of Grades in Higher Education in Norway

Hanne Sørum and Wanda Presthus

School of Economy, Innovation, and Technology
Kristiania University College
Kirkegata 22-24, 0153 Oslo, Norway

Abstract. Students in higher education in Norway have the right to ask for justification for and/or complain about the grades they receive. Drawing on an online survey of examiners (n = 54) at a Norwegian university college, we report in terms of numbers and open-ended comments about justifications given to students. Guided by Winstone and Boud (2020), we contribute with insights and research suggestions to fill a gap in the literature. Our results show that the examiners experienced many requests for justification, which they perceived as time-consuming. They suspected that the information system for exams and grades (WISEflow, in our case) made it (too) easy for students to request justifications. At the same time, they were positive that feedback and justifications should be given to students. Our findings also reveal that the examiners requested better guidelines for the purpose and content of justifications (descriptive feedback only or advice on how to improve grades) and how to motivate students to be receptive and learn from justifications. We conclude that we need more research on several aspects of the justification of a given grade in higher education. Thus, there is great potential for future studies pertaining to this topic.

Keywords: Higher Education, Grades, Justifications, Examiners' Perspective, Online Survey.

1 Introduction

Norway is fortunate in that its inhabitants have many varied and good opportunities for both education and work. Statistics show that 37% of the Norwegian population has an education at the university level [1], although this is somewhat lower than in other Scandinavian countries (Sweden and Denmark) [2]. Norway accommodates both public and private schools and welcomes international students who wish to complete all or part of their education in Norway [3]. In 2022, 298,000 students were enrolled in higher education programmes in Norway [4]. Based on the number of students in Norway and the existing education system, students' academic grades show what they have managed to achieve upon completion of their education. The level of ambition of individual students varies, and there are various forms of evalua-

tion in different subjects and study programmes. Compared to earlier years, and with the advancing use of technology, in most cases, grades are now published using online tools, whereby students must log in with a username and password. In Norway, students have the right to ask for justification, which is recommended before they submit a complaint about a grade. This means that students have rights, although it also means additional work for examiners. At our school, justifications are provided individually for each student who requests them. Examiners can choose whether such justifications are given orally or in written form to students. What has piqued our curiosity is based on our experience as lecturers and examiners in higher education for over 16 years. We have observed that there has been an increasing trend in requests for justifications linked to grades and other forms of assessment. In recent years, we have discussed this with colleagues, and it is clearly a topic that catches the eye, with opinions plentiful. Beyond this, there have been frequent reports in the media about higher education and academic results. We believe that both feedback *before* an exam is submitted, as well justifications *after* the grade have been given, are essential for learning, but how can this be best conducted? Our aim is to investigate the perspectives of students, examiners, and the exam's department. We start our research project by focusing on the examiner's view. Thus, our research question reads: *What is the perspective of examiners on students' demands regarding the justification of grades?* To provide an answer to this question, we draw on an online survey questionnaire conducted by examiners (N = 54) in higher education in Norway.

The rest of this paper is organised as follows. Section 2 presents related work, and Section 3 provides an overview of the process relating to justifications and complaints. In Section 4, we explain the methods used in this study, and the findings are presented in Section 5. In Section 6 we discuss these findings and the limitations of our study. Section 7 contains the conclusion and suggested future research.

2 Related Work

In Norway, we have descriptions of grades in higher education published by Universities Norway (2023) that explain what counts as an A grade (best grade) to an E grade (weakest grade). Grade F is a failure. These indicative guidelines for examinations ensure a fair process for students and provide help for examiners. If a student complains about an exam grade, there can be various outcomes. The student can be given a better grade (*in favour*) or a worse grade (*disfavour*), or the grade will remain unchanged. An article in the Norwegian newspaper *VG* [5] reported that students most commonly complained about grade C at the University of Oslo. Since 2019, grade C has accounted for one in three grade complaints, followed by grades D and F. Few students complain about grades B and E.

Related work covers many aspects pertaining to grades. Based on a search of peer-reviewed literature, Pascoe et al. [6] conducted a review of articles across countries related to the impact of stress on students in secondary school and higher educational institutions. They concluded that academic-related stress is of great concern among students and has a negative impact on factors such as performance and results, the

quality of sleep and mental and physical health. Consequently, it is important that students increase their ability to handle stress in an academic context. According to McMorrana et al. [7], '*From a student's perspective, the relationship between learning and assessment often comes down to one thing: a grade*' (p. 361). These studies witnessed the importance of grades given in every subject. Even if it is learning outcomes that should be the focus, it is the grade that a student gets in an exam that documents what they have learned. If the grade is weak, the student may still have good knowledge of the subject area. Grades in an exam can depend on various elements, such as which question the students were asked and their state of health on the day of the exam. Beyond this, other unforeseen events may occur, such as technical problems.

Chan [8] reviewed changes in assessment forms and the grading policy of universities around the world in the wake of the Covid-19 pandemic. During this time, physical teaching was replaced by overnight digital teaching. Examples of changes due to the pandemic are continuing through the use of grade scales to pass/fail exams, revised guidelines for the extension/postponement of deliveries and cohort mark adjustment. This shows how the education sector changed due to the pandemic and how students acquired knowledge in a new learning situation. Struyven et al. [9] investigated students in higher education and their perceptions of evaluations and assessments. Their findings showed that students' perceptions of assessment practices are significantly linked to students' approaches to learning. The findings also indicate that students have strong views regarding the use of different assessment and evaluation formats (e.g. multiple-choice exams over essay-type questions). According to the pedagogical literature, assessments can be either summative or formative. Summative assessments typically consist of grades and exams, while formative assessments constitute feedback and the learning process [10]. The discussion of whether summative or formative assessment is preferable is beyond the scope of this paper. Nevertheless, we touch upon this because some of our respondents mentioned formative assessment.

Regarding both students' performance during exams and the assessment of exams, we witnessed a widespread discussion about the use of ChatGPT last year. Such technology offers many new opportunities as well as new challenges that we must face. Rudolph et al. [11] provided recommendations for higher education teachers and institutions, including the use of 'old fashioned' physical exams, whereby students write their answers by hand with only pen and paper and online exams with software that monitors what aids students have access to. Moreover, they recommended avoiding exam papers for which it is impossible to distinguish between what a student has written and what a machine has produced in the form of text. Additionally, students need to read widely to improve their critical and creative thinking, as this provides useful knowledge and skills in an academic context. Rinne [12] stated that common criteria and guidelines do not necessarily result in different examiners giving the same grade. Grounded in this, a study was conducted in Sweden that aimed to identify the reasons for inconsistency in analytic and holistic evaluations. Drawing on the results (interviews) from 10 examiners who assessed the same three final undergraduate theses, the findings showed that there were several sources of inconsistency regarding such eval-

uations. Examples included the examiners' own constructions, their interpretations of the academic work that had been carried out and their expectations of students. Various theses were given different assessments by some of the examiners, even though they should ideally have led to the same grade among all examiners. This is also something we see with complaints that lead to grades being changed (either in the favour or disfavour of the student).

Moreover, Jönsson et al. [13] investigated how to increase agreement in examiners' grading and compared analytic and holistic assessments. The findings from the study suggest that analytic grading is preferable to holistic grading regarding agreement among examiners. Since examiners' assessments can give different marks (on the same assignment), which is sometimes unfair from a student's point of view, it is important to have good guidelines and for examiners to have good knowledge, experience related to examination work and professional understanding. Although these do not necessarily ensure a good and fair examination, they are in any case a vital component in academia. Close to the related literature on our topic is research on the pedagogical discipline. Strømsø et al. [10] argued that 'a *lack of formative feedback is often seen as a weakness in Norwegian higher education*' (p. 241, our translation) and warned against mixing formative and summative assessment when it comes to overall achievement grades. The importance of feedback was recently addressed by, for example, Mandouit and Hattie [14], although the article is more about feedback in the classroom before a grade is given. Still, they proposed that effective feedback should answer three key questions: 'Where is the student going?', 'How is the student going?' and 'Where to next?', which they called *feed-up*, *feedback* and *feed-forward*, respectively. The confusion between feedback and assessment (in our paper, assessment means grade) is not new.

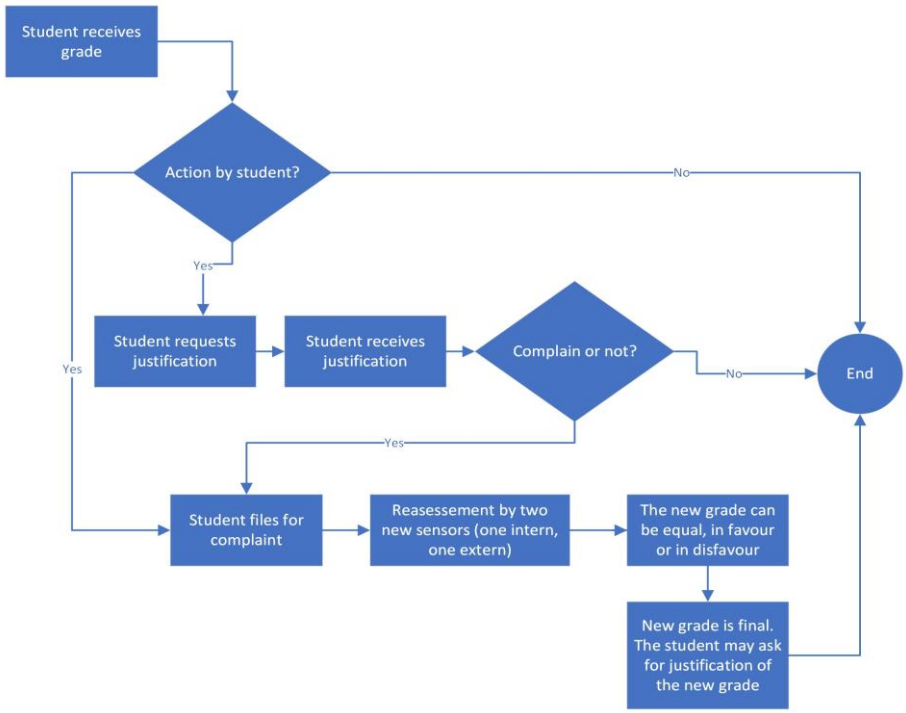
Winstone and Boud [15] argued that it is important to keep the two separate. They provided six issues: students focusing on grades, comments justifying grades rather than support learning, feedback being too late to be useful, feedback subordinated to all other processes in course design, overemphasis on documentation of feedback and the downgrading of feedback created by the requirement for anonymous marking. Lauvås Jr. [16] presented a class on databases with the choice of having a traditional 3-hour exam or making a video. After three years and three different classes, the conclusion was that 90% of the students preferred the traditional exam. Among the reasons for this was that making a video was considered challenging, and the author pointed out that the choice could be changed to include a folder assessment. Folder assessments break down exams into smaller deliverables with continuous feedback, thus allowing for *feed-forward*. Furthermore, an empirical study by Baily and Garner [17] addressed the call for more research from the perspective of lecturers and posed the following questions to 48 teachers from multiple disciplines: What is the purpose of written feedback? What do you hope to achieve in providing written feedback? What do you think you achieve? What do you think students do with it? Why is feedback sometimes ignored by students? (p. 190). They concluded that feedback did not work as intended and that both students and teachers were frustrated. In particular, the last question, concerning why students ignore feedback, puzzled the lectures, and no clear answer was given. Pitt and Norton [18] addressed this issue by conducting in-

depth interviews with 14 final undergraduates. Their results also supported the idea that feedback does not work as intended and brought *emotional maturity* into focus. The authors also raised an important question—what is the purpose of feedback—which was primarily to close the gap between the student's '*actual performance and the desired performance*' (p. 499). However, related research lacks consensus on how and in what manner feedback should be given. For example, research has shown that positive feedback motivates most students, but criticism is needed for students to learn.

3 Setting the Scene

In this paper, we use data from one of Norway's largest private universities, which accommodates almost 20,000 students. This university has a long tradition and offers a wide variety of educational programmes, including technology, health, marketing, and art. Figure 1 shows the process after a grade has been presented to the student.

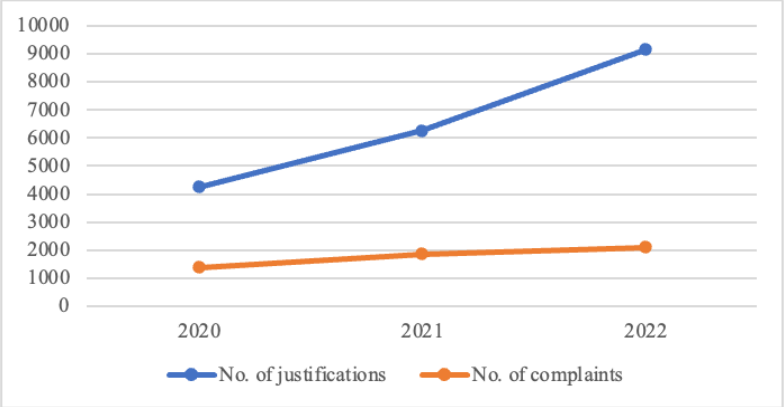
Fig. 1. Process related to student assessment and requests for justification/complaints.



Prior to receiving a grade, the student submits the exam through a system called WISEflow. WISEflow is a digital platform for students, lecturers, and administration (https://uniwise.eu/about-wiseflow). Having assessed the exam, the examiner submits

the grade in WISEflow, and the student is alerted. The student has three options: take no action, ask for justification, or complain. The student asks for justification by clicking a button in WISEflow. When the justification is received, the student may choose to take no further action or complain. It is possible to omit justification and move directly to complaining. If the student decides to complain, two new examiners will assess the exam. The new grade can be equal, in favour or in disfavour and is final, meaning that the student cannot choose to keep the original grade. However, the student may ask for justification for the new grade but has no possibility for further action. The procedure, as illustrated in Figure 1, was verified by the exam office at the school from which the data were collected. The exam office also gave us access to the number of justifications and complaints from 2020 to 2022, shown in Figure 2.

Fig. 2. Number of justifications versus complaints from 2020 to 2022.



The purpose of this overview is to show the relationship between the number of justifications and the number of complaints. Figure 2 reveals that more students asked for justification and fewer chose to complain.

4 Method

Our study drew on data collected from a questionnaire using Nettskjema (www.nettskjema.no). This tool was developed by the University of Oslo and, among other things, ensures the anonymity of the respondents. The questions and answer options provided were carefully discussed within the research team, and a pilot test was carried out on four respondents. We received feedback that was implemented in the final version of the survey. The link to the survey was shared with examiners employed at our school, and participation was voluntary. The data were collected from April to May 2024, and the survey was closed after 54 participants responded. We received both quantitative and qualitative data from the survey, which gave us useful insights. To analyse the quantitative data from the online survey, we first inspected the data using the Nettskjema tool, with the aim of gaining an impression of the dis-

tribution of the answers and looking for trends and patterns in the material. Then, we exported the data to Microsoft Excel® to create visual illustrations of the findings. Therefore, in this study, we present only descriptive data and no advanced sophisticated statistics. Regarding the analysis of textual data from the open-ended questions, of the 54 respondents, 33 chose to share comments. We imported the answers into a Microsoft Excel® spreadsheet. We read each comment and subtracted the core concepts. This technique is called clustering, which is used when we do not have predefined categories, according to Sharda et al. [19]. The background information about the respondents who took part in the survey is presented below. Beyond this, the gender distribution was as follows: 33 respondents were male (61.1%) and 21 were female (38.9%).

Table 1. Years of experience as a lecture/examiner in higher education (N = 54).

Years of experience	Percentage	No. of respondents
Less than one year	1.9%	1
1–3 years	11.1%	6
4–6 years	16.7%	9
7–10 years	22.2%	12
More than 10 years	48.1%	26

From Table 1, we can see that approximately half of the respondents had more than 10 years of experience, 22% had 7–10 years of experience and 17% had 4–6 years of experience. Thus, those who answered the survey had long experience. We strived to offer anonymity to our participants. Consequently, we did not ask from which discipline the examiners belonged to. The disciplines include Arts, Design, Media, Health Sciences, Economics, Innovation, Technology, Communication, Leadership, and Marketing. Unfortunately, we do not know from which discipline our respondents originates.

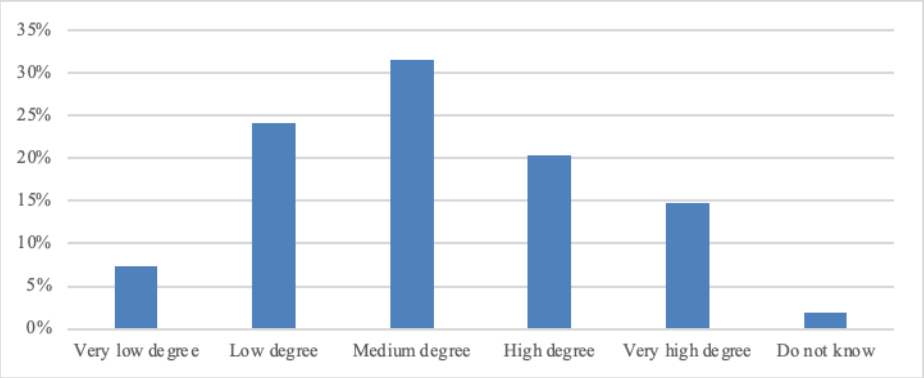
5 Findings

The questionnaire provided us with both quantitative and qualitative answers. We begin by reviewing the quantitative answers, followed by a content analysis of the open-ended comments provided by the respondents.

5.1 Quantitative Findings from the Perspective of the Examiner

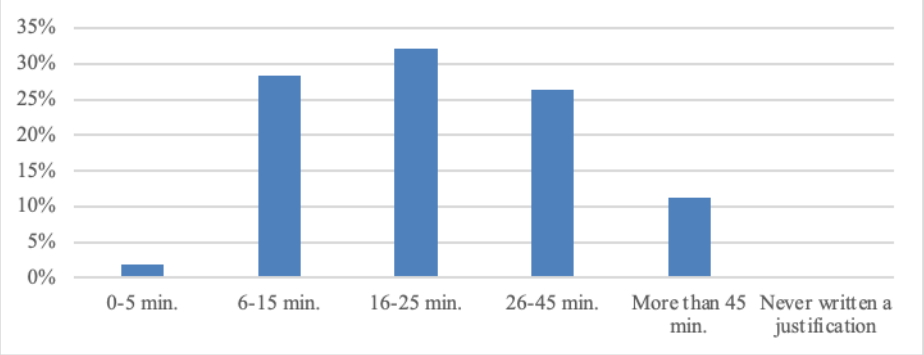
We collected answers to the survey questionnaire from examiners who had graded exams. On the question regarding the extent to which they experienced students asking for justifications (for the grades received in WISEflow), Figure 3 provides an overview of the participants' experiences with the assessment of students.

Fig 3. To what degree did the examiners experience that the students ask for justifications?



As Figure 3 shows, the examiners generally experienced many students asking for justifications of grades. Over 30% of the respondents answered that students asked for this to a medium extent, while around 20% answered that they asked for justification to a high extent. Almost 15% estimated that they did so to a very high degree. Moving on to the next question, regarding the time used to provide a justification (written/oral), Figure 4 provides an overview of the results.

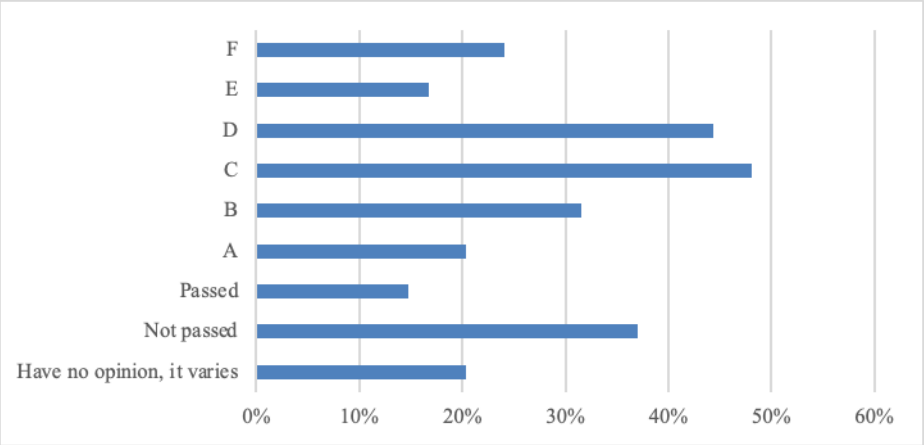
Fig 4. Time spent by the respondents providing one justification to a student.



The results show that the examiners spent a relatively large amount of time writing a single justification. (The answers show the time per justification and not all the justifications they provided). Over 30% spent 16–25 minutes per justification, while approximately 25% took 26–45 minutes. About 10% spent more than 45 minutes. This shows that it is time-consuming to provide justifications for students.

Our next question read: “Of which type of grade(s) do most students request justification?” The results are shown in Figure 5. (It was possible for the examiners to choose several answer options.)

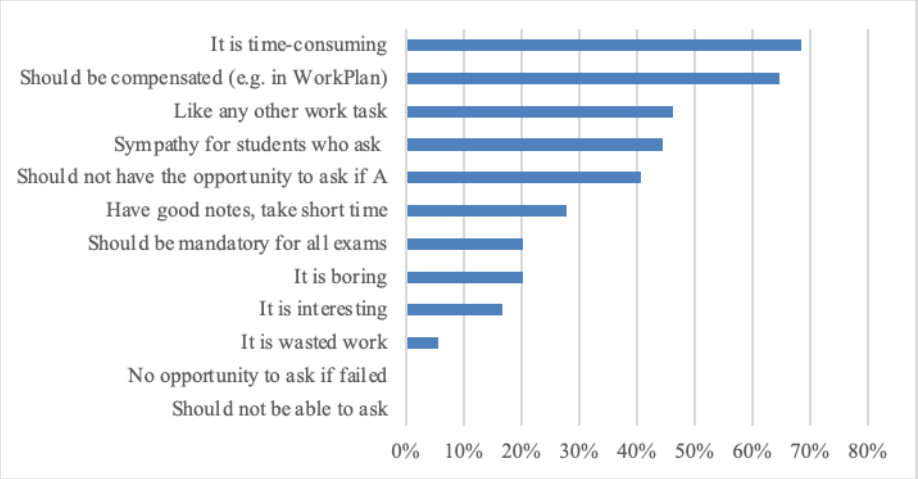
Fig 5. The grades for which our respondents experience that students ask for justification.



As can be seen, the examiners experienced receiving most requests for justification concerning grades C and D. However, students also asked for justification on grade A (20.4%) and grade B (31.5%).

The survey question about the examiners' perceptions of providing justification for the grade given had several answer alternatives (Figure 6). The answer options are based on our experiences over many years as examiners in higher education, as well as the feedback of the pilot test of the survey. The respondents could choose all the alternatives that they found relevant.

Fig. 6. Perceptions of examiners regarding providing justifications.



The findings reveal how the examiners experienced providing justifications to students. Almost 70% found it time-consuming, and approximately 65% thought that

providing justifications should be compensated in their WorkPlan (an administrative tool for counting employees' number of working hours). Furthermore, the findings showed that it was understandable that the students asked for justifications, although approximately 40% of the respondents considered that students should not be able to ask for justification if they had received the highest grade, A.

We also investigated how the examiners preferred to provide justifications and separated these between oral without physical attendance (e.g. telephone), oral with physical attendance (e.g. at school) and written justification. The results shows that 81% preferred written justification, 15% preferred oral justification with physical attendance and 4% preferred oral justification (e.g. by phone).

5.2 Findings from the Qualitative Data from the Open-Ended Questions

Having analysed the textual responses from the survey, we identified six main concepts, which are shown in Table 2. Due to the somewhat limited number of responses, we were able to manually apply a text-mining technique called clustering. Clustering, as opposed to categorisation, is used when there are no predefined categories [19]. In Microsoft Excel®, we counted the number of times each concept was mentioned. Each respondent could mention one or more concepts.

Table 2. Concepts from the qualitative data from the online survey questionnaire.

Concept mentioned by the respondents	Frequency
It is too easy for a student to ask for justifications, mainly due to the WISEflow system.	9
Writing justifications is too time consuming, and we are already pressed on time.	6
Justification and feedback (formative assessment) are essential, and the student does not learn from grades (summative assessment) alone.	6
I find that students have wrong, or too high, expectations about how to get good grades.	5
My perception on whether it is useful to provide justifications depends on the grade the student is given.	4
The size of the class matters, and writing justifications is easier for a class of 10 than for a class of 100.	2

Table 2 shows some insights from the perspective of examiners on providing feedback on a student's grade. We argue that the three concepts concerning being too easy, being time-consuming and the student's expectations are negative perceptions; that the two concepts concerning class size and the type of grade are neutral; and that the one concept concerning justification being essential for student learning is a clear positive perception. One respondent also stated that by proving justification, re-take exams are avoided. Others expressed frustrations regarding the lack of guidelines from the school on the content of feedback: '*Some colleagues give advice on how the grade could improve. This is beyond giving a justification*.' Some of the respondents suspected that the feedback was not read by the students. To provide more details, we

present selected quotes from the comments given by the respondents in the open-ended text field at the end of the survey (translated from Norwegian into English).

> *The fact that the button for asking for justifications is right next to the grade means that more people than before are asking for justifications. Previously, a student had to apply for justification for their grade, and there was, therefore, a higher threshold to obtain it, with the result that fewer people requested it*.

> *Justification is a good educational tool—especially for first-year students. Unfortunately, we are already so pressed for time that giving reasons to all students is completely unmanageable within the time we have at our disposal*.

> *I claim that I have evidence from research when I argue that formative assessments or justifications are more important than summative ones.*

> *At our school, there is generally no emphasis on giving detailed feedback on assignments and work requirements throughout the semester. In fact, I find that it is said that 'a little check-off and a few words' is enough—it's not that serious'. I would have liked your survey to focus on the formative rather than the summative, as this will have a greater effect on learning*.

> *I believe that all students should receive feedback on assignments. It's the only way they can learn*.

In sum, the examiners had various perspectives on providing justifications to students. While many pointed to justification as essential for student learning, our main finding is that the participants were somewhat negative—that is, not towards giving justifications per se, but they questioned the procedure. In addition, we suspect that this viewpoint may have been mixed with continuous feedback during the semester and not only justifications of grades.

6 Discussion

To provide an answer to our research question (*What is the perspective of examiners on students' demands regarding the justification of grades?*), our discussion is guided by the following three of the six issues by Winstone and Boud [15]: *students focusing on grades, comments justifying grades rather than support learning and the downgrading of feedback created by the requirement for anonymous marking*. The most common concept in the open-ended question was that the WISEflow system made it too easy to ask for justification. Suggestions included that the student should not just click on the button for justification but should include the reason why and what kind of justification was wanted. This finding relates to Winstone and Boud [15], who pointed to the fact that if a student is anonymous, how can justification be made personal to that student? As examiners, we share this suggestion, not because we dislike

giving justifications but because we find ourselves in the dark. For example, a student receives a B and asks for a justification for this grade. We ask ourselves, '*OK. Is this student disappointed that it was not an A, or is this the first B the student has received and wants to know how to repeat the success?*' If a student must '*justify asking for a justification'*, what kind of requirement should the justification include? It could include pre-defined categories ('*I am happy/not happy with my grade*') or free text ('*I think I deserve B and not C because I have addressed the learning outcomes in an excellent way*'). However, at our school, examiners can see the name of the student who asks for justification. We cannot go into the discussion of whether this is good practice. What can be seen is that despite almost 70% of the examiners (Figure 6) finding it time-consuming in the survey, they acknowledged that feedback in general was essential for learning, and not just a grade. Also, as pointed out by Winstone and Boud [15], assessment and feedback are often tangled in higher education. We noted that a few participants questioned the usefulness of grades (summative assessment); however, this was not the scope of our paper. Moreover, the participants in our study were unsure of whether the students read the justifications and how useful the justifications were.

Having been students ourselves, we have experienced both useful and less useful justifications. This brings us on to the question of the purpose of justifications. They can be so that students can improve their future work or check that there have been no practical errors (examiners can enter wrong grades into WISEflow), or they can prevent students from complaining and thus receiving worse grades. It is worth remembering that if a student decides to complain about a grade, it can be in their disfavour. Asking for a justification may keep the student from complaining and, thus, avoid disfavour. This was also mentioned by one of our respondents. However, we were personally taught that we should not write justifications containing practical advice, such as, '*Your C is weak, so you should not complain*.' How to provide useful justifications remains a topic for future research. Our next project will focus on the perspectives of students. One example of the research question is '*What constitutes useful justifications for students who have received grades in higher education?'.* As pointed out by our participants, there is no formal, unified template for justification. All courses at our school have clear learning outcomes and course descriptions. Examiners are presented with these and are asked to follow them when assessing. Using the study by Mandouit and Hattie [14], some participants pointed to the fact that some examiners not only provide feedback but also add feed-forward. How interesting is feed-forward to a student who has received a disappointing grade? It may be useful to first-year students but less so to graduating students who will not continue an academic career. Winstone and Boud [15] provided the insight that students who receive a disappointing grade find it too emotional to read the justification, and Pitt and Norton [18] found some evidence that students who receive a good grade care more about the grade than the feedback. Our findings show that 40% of our participants thought that justification should not be given if a student gets an A.

Moreover, we note that most of the examiners preferred to give justification in written form. Unfortunately, our data did not explain why. Is it more practical or timesaving, or is it to avoid getting into a discussion with the student? In this regard,

some of our participants called for a unified template to provide justification for grades. Future research could address the design and content of such a template. It may prove difficult to create a template that could cover all courses at a large school, so there are multiple research questions: *How generic should a template be? If a student must state what kind of information they want, how will this affect the template? Should it contain just feedback or also feed-forward?* In this study, we also witnessed a need for agreement on the purpose of justification following a grade. Yes, the main reason should be to help students learn and to close the gap between their expectations and reality. However, at our school, it is also a means to avoid a lower grade following a complaint. In addition, it is important to manage students' expectations; that is, justification is not a discussion between the student and the examiner, and it will not lead to a change in the grade. This may explain why 81% chose to give written justification via the WISEflow system, but this a subject for future discussion.

Our study has several limitations. Our data material could be larger, and we acknowledge that the survey alternatives in Figure 6 could be somewhat leading. Our study is not built on one framework or a core theory, but rather contributions from various areas of related work, thus, we do not contribute to one specific theory. Outside the scope of our study is the discussion of whether grades should be given at all (formative versus summative assessment).

7 Conclusion and Suggestions for Future Research

Our contribution is mainly insights to academia and suggestions for future research. There is still a need for more research on several aspects of the justification of a given grade in higher education. For example, we need tangible research on (i) the purpose of justifications, (ii) what justifications should contain, (iii) how to motivate students to be receptive, (iv) cost-benefit analysis of time spent by the school versus the benefit for students and (v) data from various institutions could be collected to identify trends and patterns within the higher education sector in Norway and globally. Also, there is a confusion in existing literature regarding the concepts of 'feedback' and 'justifications'. We argue that *feedback* is information given on the exam before it is submitted, while *justification* is provided when the grade has been received. The examiners stated that providing justifications was time-consuming; that it is (too?) easy for the students to ask for it in the WISEflow system; and to what extent the students benefit from it. At the same time, they were positive that justifications should be given to students. Consequently, we welcome more studies pertaining to this topic of interest that aim to facilitate great learning through justifications to students and the effective use of examiners' working hours.

Acknowledgments. We thank our participants for taking our survey, and the anonymous reviewers that helped raise the quality of our study.

References

1. Statistics Norway Homepage, https://www.ssb.no/utdanning/utdanningsniva/statistikk/befolkningens-utdanningsniva, last accessed 2024/05/28
2. Khrono Homepage, https://khrono.no/mener-altfor-fa-tar-hoyere-utdanning-i-norge/501973, last accessed 2024/05/28
3. InterNations Homepage, https://www.internations.org/norway-expats/guide/education, last accessed 2024/05/28
4. Statistics Norway Homepage, https://www.ssb.no/utdanning/hoyere-utdanning/statistikk/studenter-i-universitets-og-hogskoleutdanning/artikler/dette-er-de-storste-studiestedene-i-norge, last accessed 2024/05/28
5. VG Homepage, https://www.vg.no/nyheter/innenriks/i/v5wPRj/saa-sannsynlig-er-det-aa-faa-bedre-karakter-om-du-klage, last accessed 2024/05/28
6. Pascoe, M. C., Hetrick, S. E., Parker, A. G.: The impact of stress on students in secondary school and higher education. International Journal of Adolescence and Youth 25(1) 104–112 (2020)
7. McMorrana, C., Ragupathi, K., Luo, S.: Assessment and learning without grades? Motivations and concerns with implementing gradeless learning in higher education. Assessment & Evaluation in Higher Education 42(3), 361–377 (2017)
8. Chan, K. Y. C.: A review of the changes in higher education assessment and grading policy during covid-19. Assessment & Evaluation in Higher Education 48(6), 874–887 (2023)
9. Struyven, K., Dochy, F., Janssens, S.: Students' perceptions about evaluation and assessment in higher education: a review. Assessment & Evaluation in Higher Education 30(4), 325–341 (2010)
10. Strømsø, H. I., Lycke, K. H., Lauvås, P. Når læring er det viktigste. Cappelen (2016)
11. Rudolph, J., Tan S., Tan S.: ChatGPT: Bullshit spewer or the end of traditional assessments in higher education? Journal of Applied Learning & Teaching 6(1), 342–363 (2023)
12. Rinne, I.: Same grade for different reasons, different grades for the same reason? Assessment & Evaluation in Higher Education 49(2), 220–232 (2024)
13. Jönsson, A., Balan, A., Hartell, E.: Analytic or holistic? A study about how to increase the agreement in teachers' grading. Assessment in Education: Principles, Policy & Practice, 28(3), 212–227 (2021)
14. Mandouit, L., Hattie, J.: Revisiting 'The Power of Feedback' from the perspective of the learner. Learning and Instruction 84 (2023)
15. Winstone, N.E., Boud, D.: The need to disentangle assessment and feedback in higher education. Studies in Higher Education 47(3), 656–667 (2022)
16. Lauvås Jr, P.: Video portfolio as an exam option in a database course. In Conference: Norsk konferanse for utdanning og didaktikk i IT-fagene, Trondheim, Norway (2021)
17. Bailey, R., Garner, M.: Is the feedback in higher education assessment worth the paper it is written on? Teachers' reflections on their practices. Teaching in Higher Education 15(2), 187–198 (2010)
18. Pitt, E., Norton, L.: 'Now that's the feedback I want!' Students' reactions to feedback on graded work and what they do with it. Assessment & Evaluation in Higher Education 42(4), 499–516 (2017)
19. Sharda, R., Delen D., Turban, E.: Analytics, data science, & artificial intelligence: Systems for decision support. Pearson Harlow (2021)