

Designing a Support Concept for Innovative Media-Based Assessment

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- Increasing demand for alternatives to traditional assessment formats
- Recent technological developments, particularly AI, are driving changes in assessment design
- Teachers are seeking solutions to ensure assessment integrity
 - e.g., whether tools exist to detect AI-generated avatar videos
- Media-based assignments represent one response to these challenges as a form of formative assessment

Advantages of Media-Based Assignments

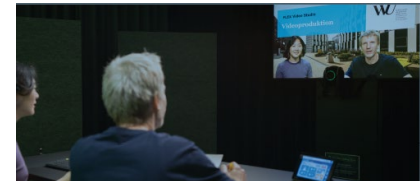
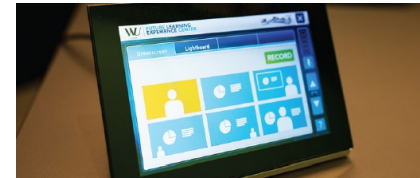
- Promoting individual performance by making personal contributions more visible
- Fostering creativity and critical thinking through independent content preparation
- Encouraging meaningful use of AI
- Developing digital and presentation skills for academic and professional contexts
- Strengthening media literacy among teachers and students

The Role of Digital Teaching Services

- Providing ideas for integrating media-based assignments into the course design
- Supporting organizational and technical aspects
- Identifying requirements for improving workflows and technical infrastructure
- Transferring successful media-based assignments to other courses

Existing Infrastructure for Media Production

- The FLEX Studios at WU were opened in 2022
- Designed for teachers; student use was originally not intended
- Highly accessible and easy to use
- No extensive technical training required; operation is largely one-button-based and intuitive
- Fully automated workflow integrated into university systems



Status Quo – Requirements for Media-Based Assignments

- Administrative processes must support
 - both large and small cohorts of students
 - group-based assignments
 - students with varying levels of media literacy and technical skills
- Administrative processes should not
 - become an organizational burden for teachers
 - significantly increase the support workload for Digital Teaching Services

Status Quo – Support Structure for Pilot Projects

- Supporting and evaluating media-based assignments as pilot projects
- Using and adapting existing support structures and services
- Identifying challenges and opportunities for improvement
 - e.g., FLEX Studios booking process

Status Quo – Support Structure for Pilot Projects

- Digital Teaching Services provides for teachers
 - Initial consultation to plan media-based assignments
 - Support with regard to administrative processes (e.g. room booking, submissions in Canvas)
 - Providing guidelines & information to share with the students
 - The level of support depends on prior experience with the FLEX Studios and on whether it is the first implementation of a media-based assignment
- Digital Teaching Services provides for students
 - Introduction to the studio infrastructure if requested by the teacher
 - Service Hotline in case of technical issues during the recording

→ Teachers remain the primary point of contact for students

- Experience from 7 courses over the past 6 semesters (selection of projects):
- Audio assignments
 - Podcast production as group work
 - Course: Selected Diversity Dimensions and Intersectionality
 - Established since 2023
 - Close collaboration between the teacher and Digital Teaching Services
 - Collective listening and discussion in class
- Video assignments
 - Wide range of administrative settings
 - From large courses (≈300 students, group projects)
 - to small courses (≈28 students, individual presentations)

Status Quo – Findings from the Pilot Projects

- Organizationally demanding room booking process (teachers currently book for students)
- There is a need to
 - improve onboarding materials to reduce on-site support workload
 - transfer evaluation frameworks into Canvas rubrics
 - ensure teachers familiarity with the FLEX Studios

Future Demands

- Implementing findings from the pilot phase
- Opening FLEX Studios for student self-booking from the upcoming winter term
- Developing onboarding and support materials for students (e.g., tutorial videos)
- Offering workshops to prepare teachers for media-based assignments
- Sharing successful use cases via university channels and website
- Using peer-to-peer formats to inspire and support other teachers
- Continuously reflecting on and adapting the support concept after each course/semester

Findings

- Students highly appreciate access to professional infrastructure
- Media-based assignments increase motivation, particularly in group-based formats
- Every media-based assignment is designed differently
 - Consultation and analysis of individual needs are key success factors
 - Flexibility in required support is essential