

Review of: "Transitioning to Hybrid Assessment: Reflections on Academic Assessment Practices Post-COVID-19"

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Potential competing interests: No potential competing interests to declare.

Thank you for the opportunity to review this article, which investigates the efficacy of hybrid assessment in higher education in Morocco, particularly in the context of the mainstreaming of online education. However, the article struggles to articulate the significance of its research questions within the literature review clearly. The explanation for the variables involved in the questionnaire is not adequately rationalized. Additionally, there is no comprehensive definition of what 'hybrid assessment' entails, and the use of terms such as 'hybrid' and 'blended' lacks coherence.

The methodology section has significant omissions. First, it lacks a detailed explanation of the questionnaire design, specifically, which questions address certain student skills. Second, it does not adequately define the criteria for the experimental and control groups. Third, the necessity of the teacher questionnaire is not convincingly justified, and in my view, it seems somewhat irrelevant to the focus of this article. Some details, such as the procedural steps and demographic information of students and teachers, are also absent.

Therefore, it would be beneficial if the authors could add to and reorganize the content to enhance clarity and coherence. Attention to formatting would also improve the presentation and readability of the paper.