

## Changing Tasks and Exam Formats

### On the Path to a New Learning Culture

## Who am I?

Christian Haake

Department 53 Media Education at NLQ

Training and product manager for the following areas:

- school development
  - digital education concepts
- digital education in teaching

**„Learning cultures develop based on the prevailing ideas about school and 'good' teaching.“**

(Kleber und Stein 2001, S. 31)

**Exams reflect what we consider essential in education.**

**But what happens when the tools we use for teaching and learning fundamentally change?**

## What is it about?

Where is the problem?

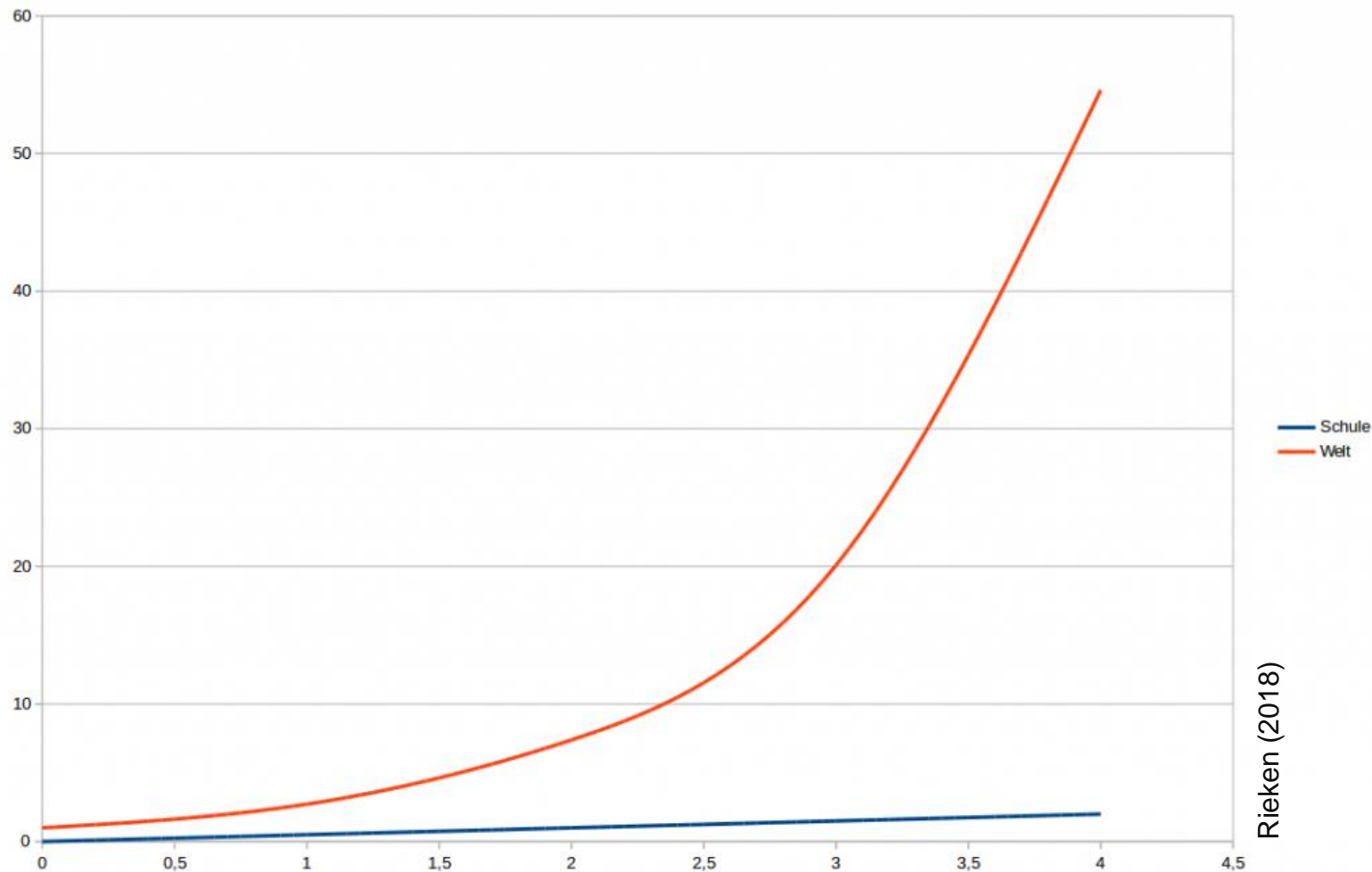
Task culture?

Exam culture?

Exam formats?

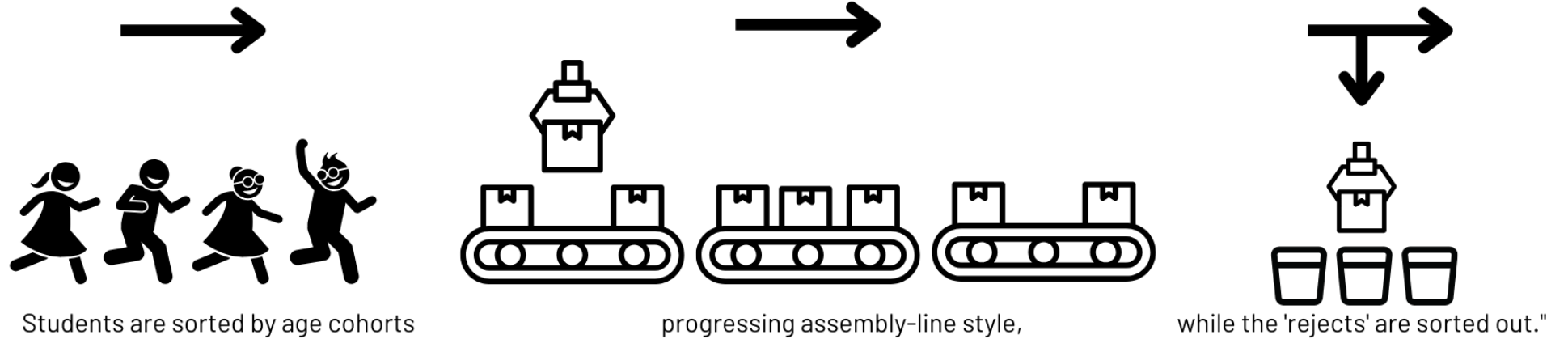
Learning culture?

# School vs. World



# Why change?

"[...] School is organized according to the model of the factory of industrial mass production and the estate-based system of Prussia:



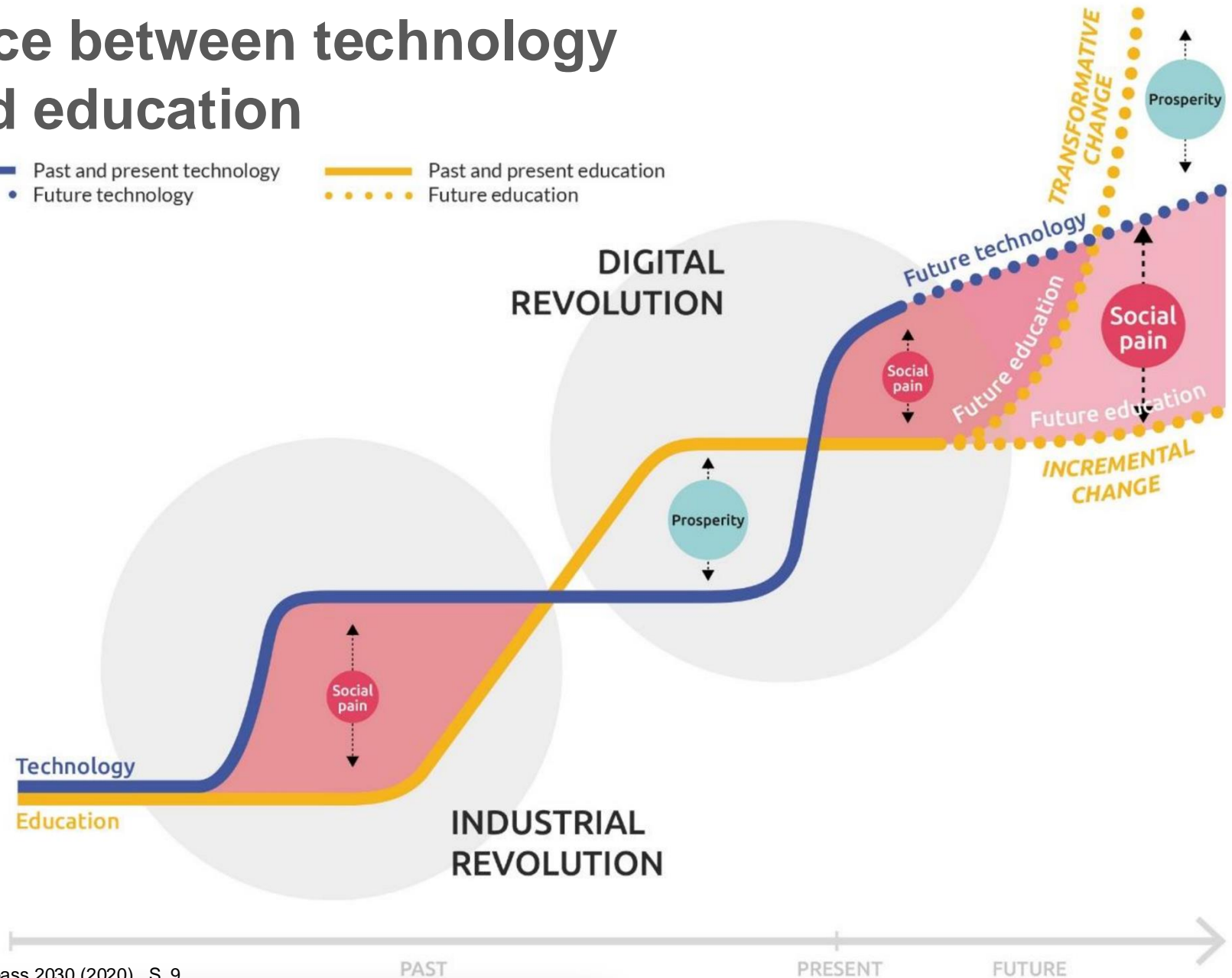
Haake (2024)- graphical presentation

see Burow & Gallenkamp (2017), S. 10

# Race between technology and education

— Past and present technology  
•••• Future technology

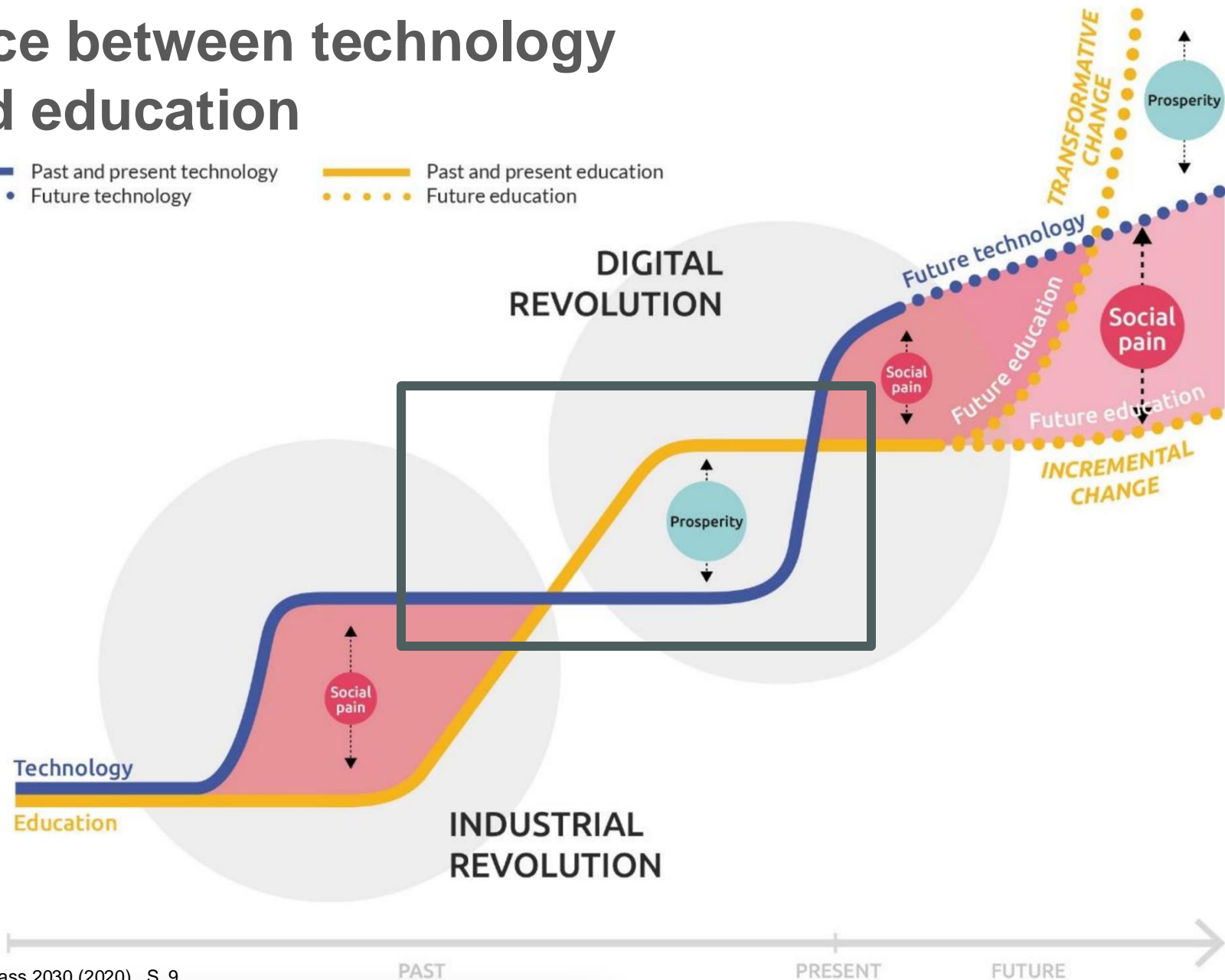
— Past and present education  
•••• Future education



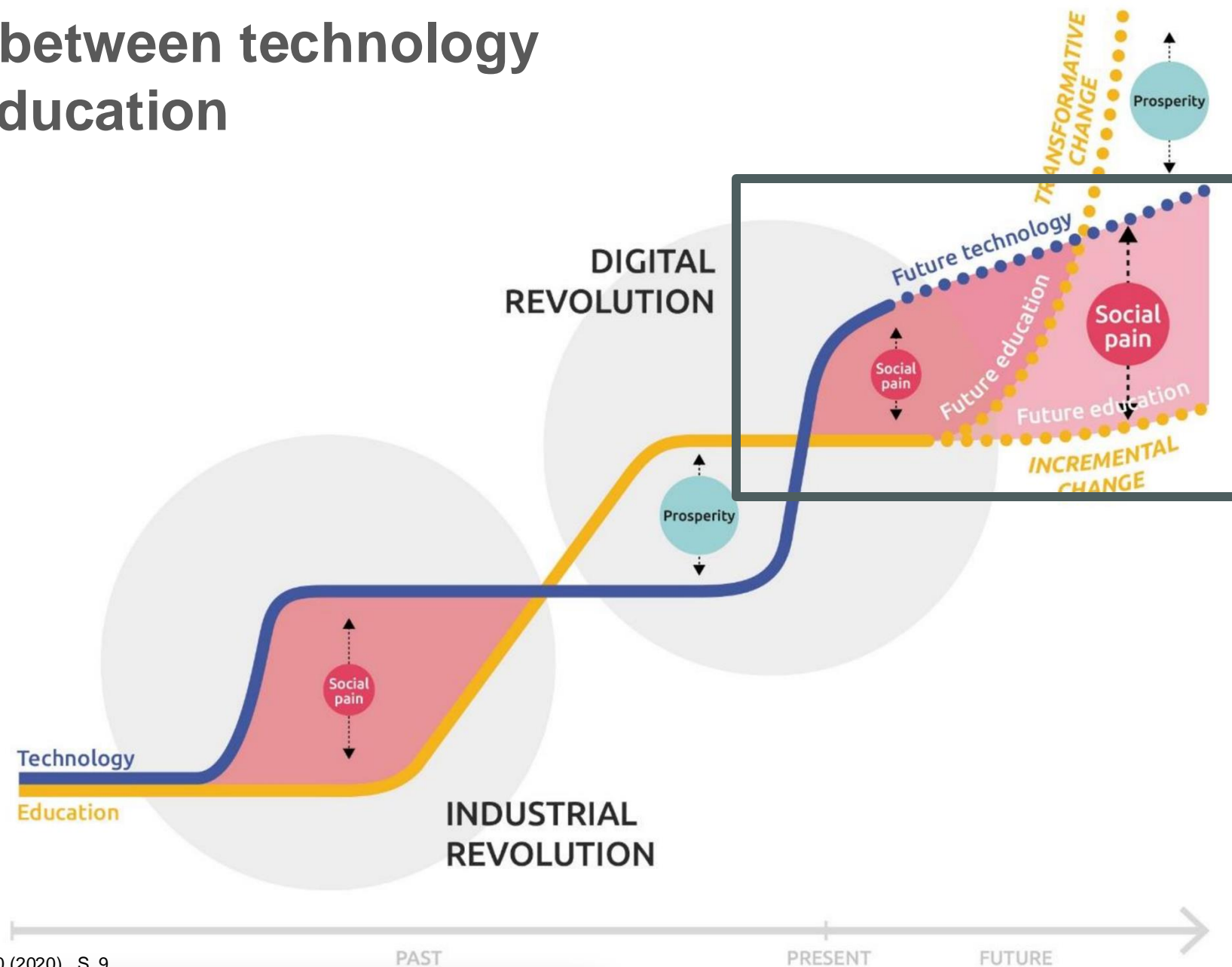


# Race between technology and education

— Past and present technology  
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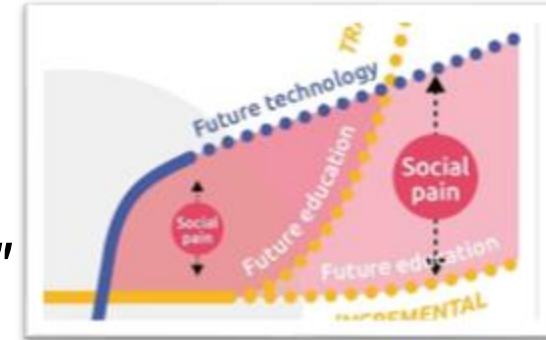


# Race between technology and education

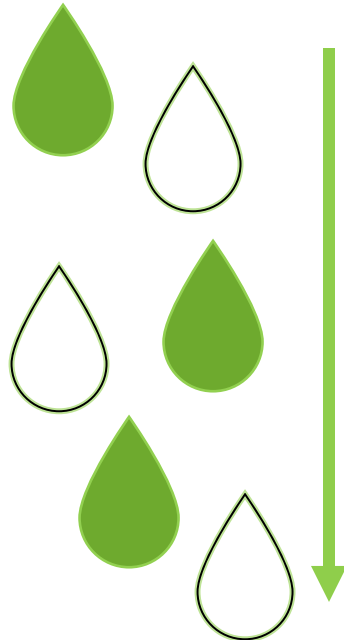


# Change is needed at all levels

*Exam formats are designed for the needs of an "old" society.*



Changes and further development are happening in very small steps.



KMK (2017)

- Education in the digital world – Strategy of the Conference of Ministers of

KMK (2021)

- Teaching and learning in the digital world – Supplement to the strategy "Education in the digital world"

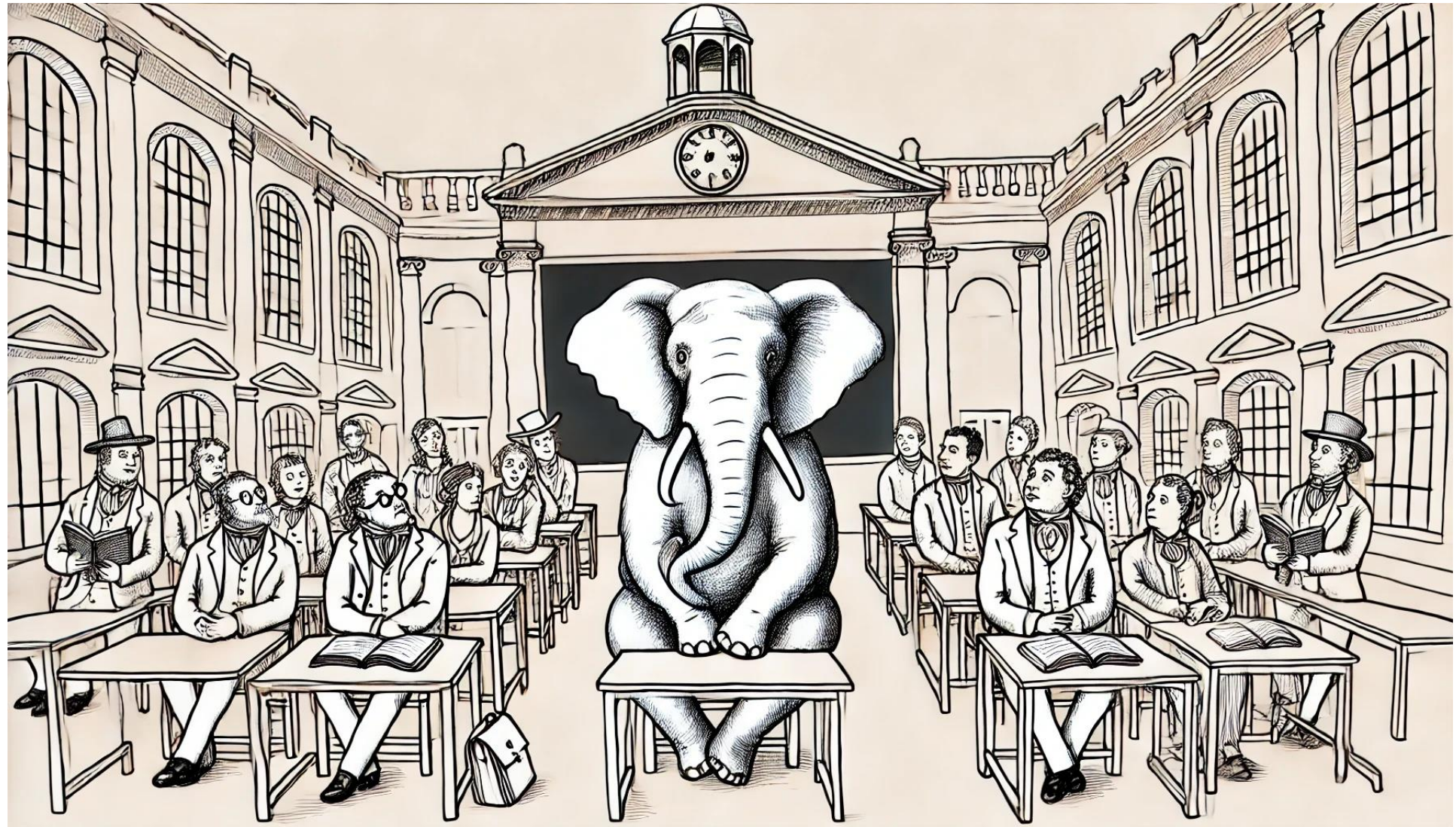
KMK (2024)

- Recommendations for educational administration on dealing with artificial intelligence in school education processes

However, the ideas are only slowly making their way into schools.

# UN Sustainable Development Goals (SDG)

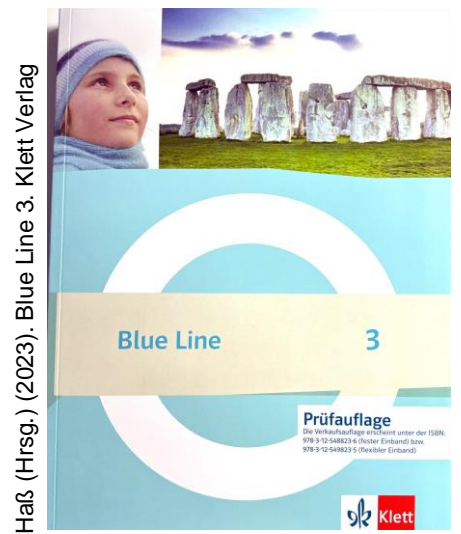




## Disruption through AI

Change for our task culture

# Initial situation



Haß (Hrsg.) (2023). Blue Line 3. Klett Verlag

text

text comprehension

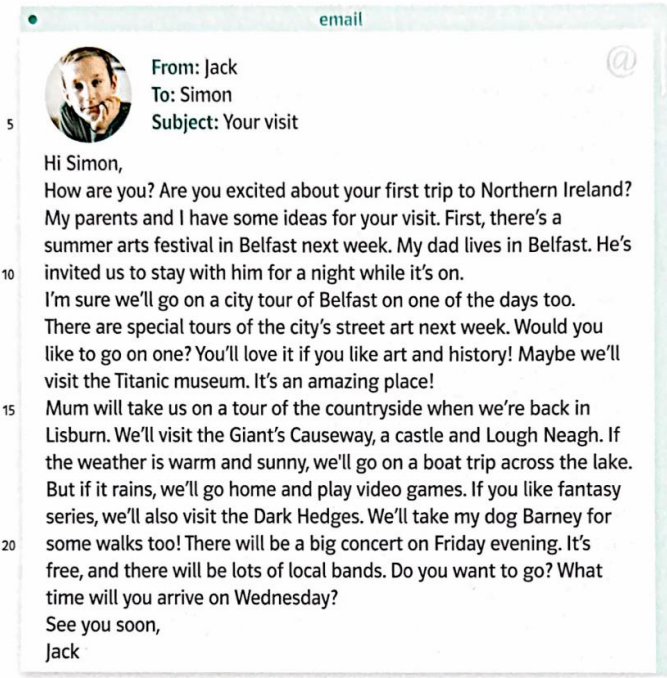
writing Task

## Belfast and more



### 1 Read the text.

Simon is from Liverpool. He will stay with his cousin Jack in Lisburn for five days next week. Jack is writing to him with ideas for things to do.



**Culture**  
Belfast ist berühmt für seine politische Streetart. Die älteren Wandbilder („murals“) zeigen oft historische Szenen oder politische Gruppen. Es gibt auch viele neue Wandbilder. Welche Streetart gibt es in deinem Ort oder in deiner Stadt?

### 2 Simon in Belfast

- a) Will Jack and Simon do the activity? Write yes or maybe for each activity.
- |  |                                    |
|--|------------------------------------|
| 1. go on a city tour of Belfast <u>yes</u> | 4. go on a tour of the countryside |
| 2. look at street art in Belfast           | 5. play video games together       |
| 3. visit the Titanic museum                | 6. take Jack's dog for some walks  |
- b) Find two more 'maybe' activities in the text.

### 3 Write Simon's answer.

Hi Jack,  
Thanks for your email. That sounds great! I'd really like to ... because ...  
I don't like ... very much. I'd love to see ... and ...  
I'll arrive at 2 p.m. on Wednesday.  
See you soon,  
Simon

Ergänze Aktivitäten aus Jacks E-Mail.



# text comprehension

## 2 Simon in Belfast

a) Will Jack and Simon do the activity? Write yes or maybe for each activity.

- |   |   |
|---|---|
| 1. go on a city tour of Belfast <u>yes</u>    | 4. go on a tour of the countryside <u>yes</u> |
| 2. look at street art in Belfast <u>maybe</u> | 5. play video games together <u>maybe</u>     |
| 3. visit the Titanic museum <u>maybe</u>      | 6. take Jack's dog for some walks <u>yes</u>  |

 **ChatGPT**

### Aufgabe 1: Simon in Belfast

- go on a city tour of Belfast - yes
- look at street art in Belfast - maybe
- visit the Titanic museum - maybe
- go on a tour of the countryside - yes
- play video games together - maybe
- take Jack's dog for some walks - yes

 **You**

Du bist ein Schüler mit dem Englisch Sprachniveau A2 und du möchtest 2 Aufgaben lösen.

Ausgangstext für die Bearbeitung der Aufgabe:

Simon is from Liverpool. He will stay with his cousin Jack in Lisburn for five days next week.

Jack is writing to him with ideas for things to do.

E-Mail:

From: Jack

To: Simon

Subject: Your visit

Hi Simon,

How are you? Are you excited about your first trip to Northern Ireland?

My parents and I have some ideas for your visit. First, there's a

summer arts festival in Belfast next week. My dad lives in Belfast. He's invited us to stay with him for a night while it's on.

I'm sure we'll go on a city tour of Belfast on one of the days too.

There are special tours of the city's street art next week. Would you like to go on one? You'll love it if you like art and history! Maybe we'll visit the Titanic museum. It's an amazing place!

Mum will take us on a tour of the countryside when we're back in Lisburn. We'll visit the Giant's Causeway, a castle and Lough Neagh. If the weather is warm and sunny, we'll go on a boat trip across the lake.

But if it rains, we'll go home and play video games. If you like fantasy series, we'll also visit the Dark Hedges. We'll take my dog Barney for some walks too! There will be a big concert on Friday evening. It's free, and there will be lots of local bands. Do you want to go? What time will you arrive on Wednesday?

See you soon,

Jack

Aufgabe 1: Simon in Belfast

Will Jack and Simon do the activity? Write yes or maybe for each activity.

- go on a city tour of Belfast yes
- look at street art in Belfast maybe
- visit the Titanic museum maybe
- go on a tour of the countryside yes
- play video games together maybe
- take Jack's dog for some walks yes

Prompt



## Writing

CH

**You**

Aufgabe 2 Write Simon's answer.

Ergänze Aktivitäten aus Jacks E-Mail.

Hi Jack,

Thanks for your email. That sounds great! I'd really like to... because...

I don't like... very much. I'd love to see... and...

I'll arrive at 2 p.m. on Wednesday.

See you soon,

Simon



**ChatGPT**

Hi Jack,

Thanks for your email. That sounds great! I'd really like to go on the city tour of Belfast because I love learning about new places and their history. The idea of looking at street art in Belfast is also exciting; I've always been fascinated by how art can transform a city.

I don't like being indoors very much, so if it rains, playing video games wouldn't be my first choice. I'd love to see the Titanic museum and the countryside tour, especially the Giant's Causeway. I've read about it, and seeing it in person would be amazing.

I'll arrive at 2 p.m. on Wednesday.

See you soon,

Simon

### 3 Write Simon's answer.

Hi Jack,

Thanks for your email. That sounds great! I'd really like to ... because ...

I don't like ... very much. I'd love to see ... and ...


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See you soon,


Simon

Ergänze Aktivitäten  
aus Jacks E-Mail.



 **You**  
baue einige einfache Fehler ein.



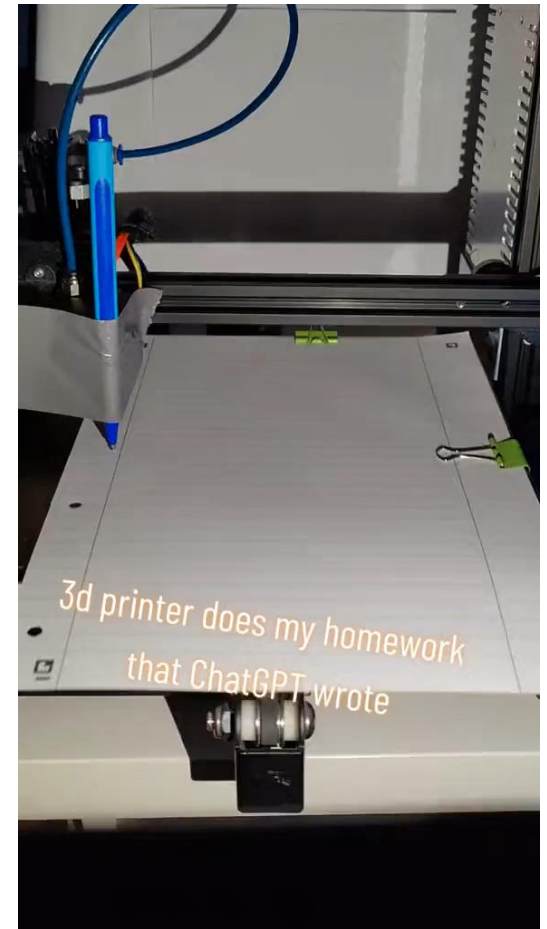
 **ChatGPT**  
Hi Jack,

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I don't like being indoors very much, so if it rains, playing video games wouldn't be my first choise. I'd love to see the Titanic museum and the countryside tour, specially the Giant's Causeway. I've read about it, and seeing it in person would be amazing.

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See you soon,  
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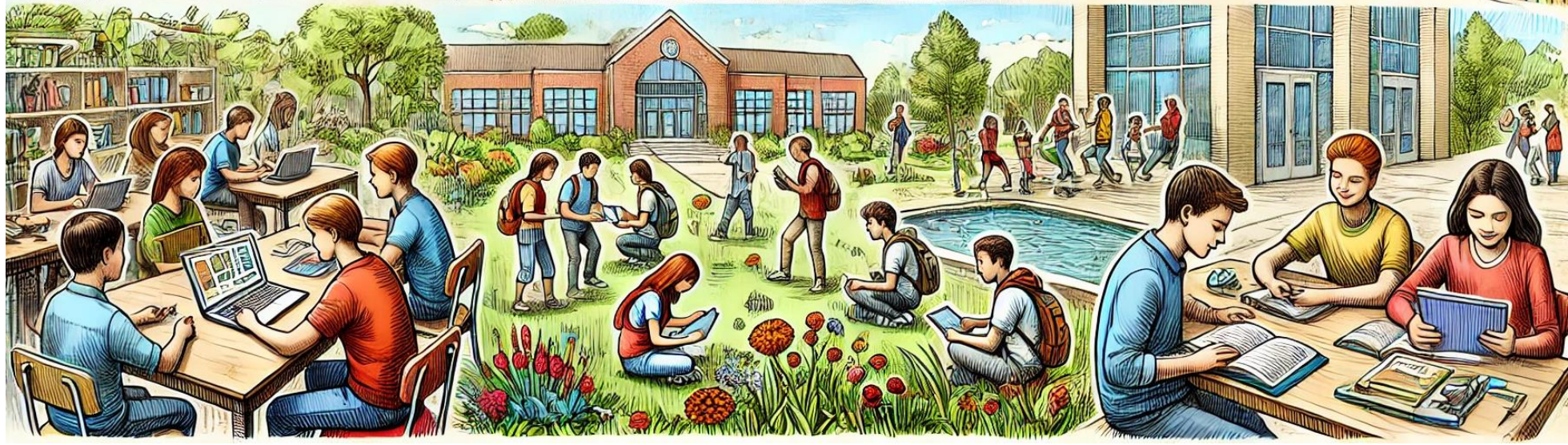
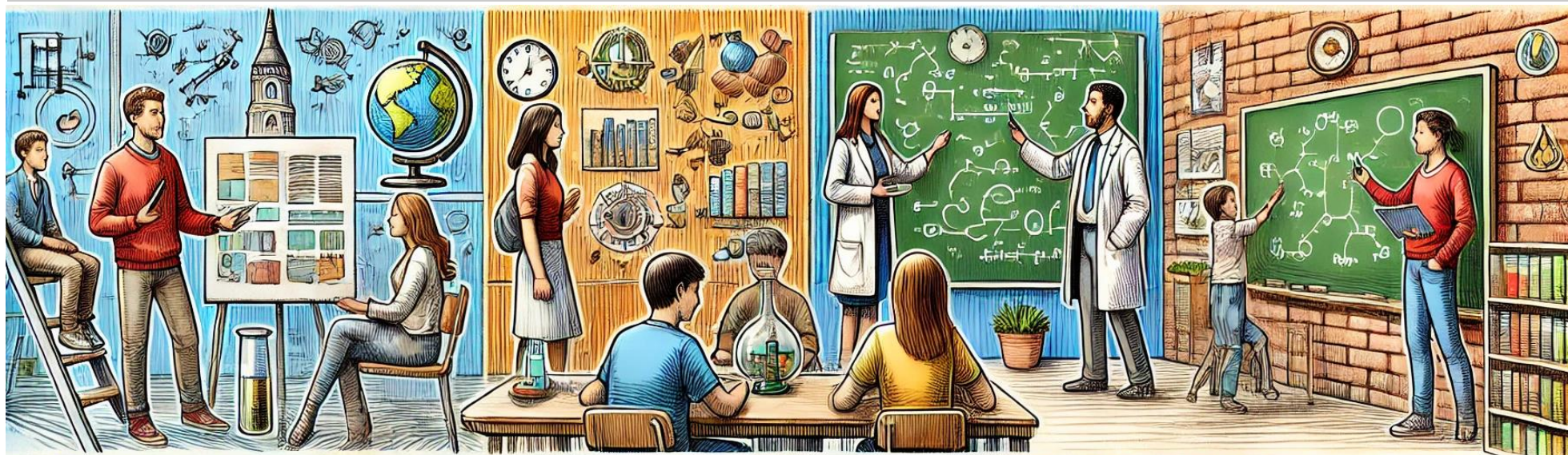
TikTok @3d\_printer\_stuff

Anleitung: [haak3.de/go/TT-3D-Schreiber](https://haak3.de/go/TT-3D-Schreiber)

Gemeinsam für  
Schule und Bildung

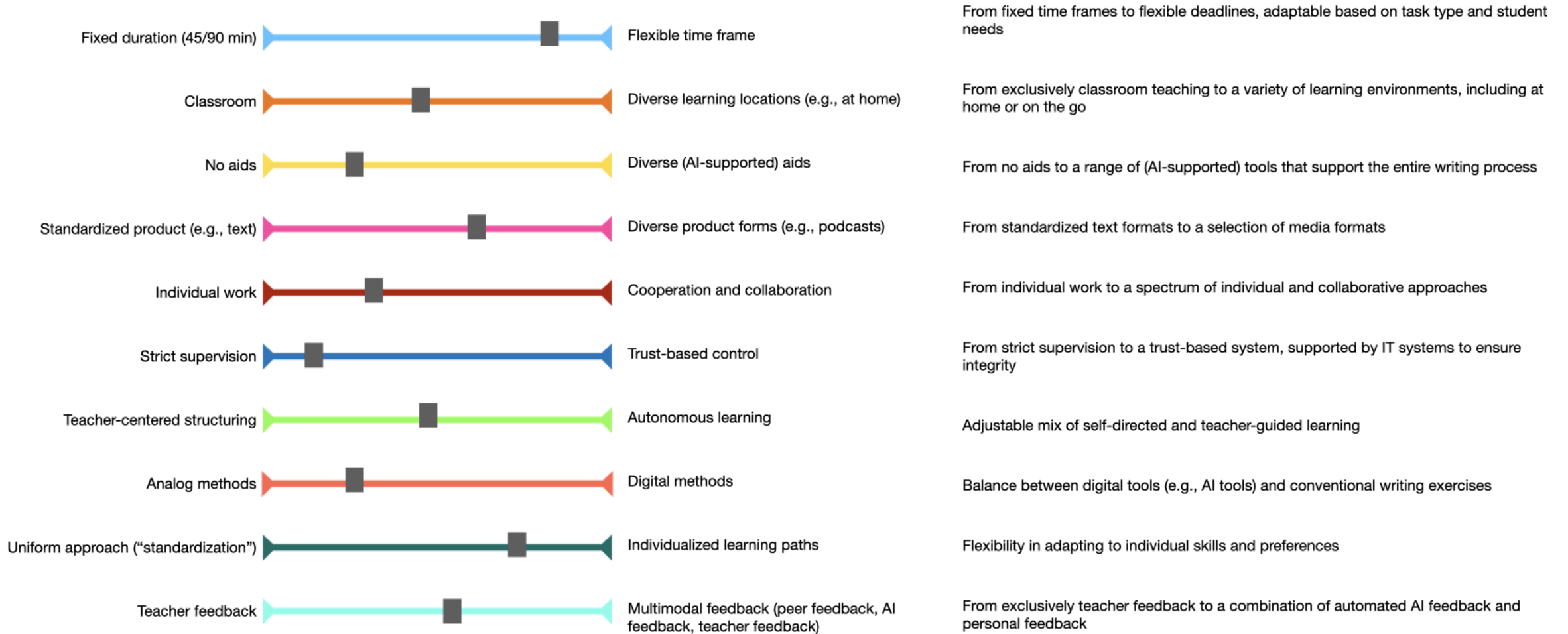
Niedersächsisches  
Landesinstitut  
für schulische  
Qualitätsentwicklung

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What does this mean for our task culture?

# Task design (in times of AI)

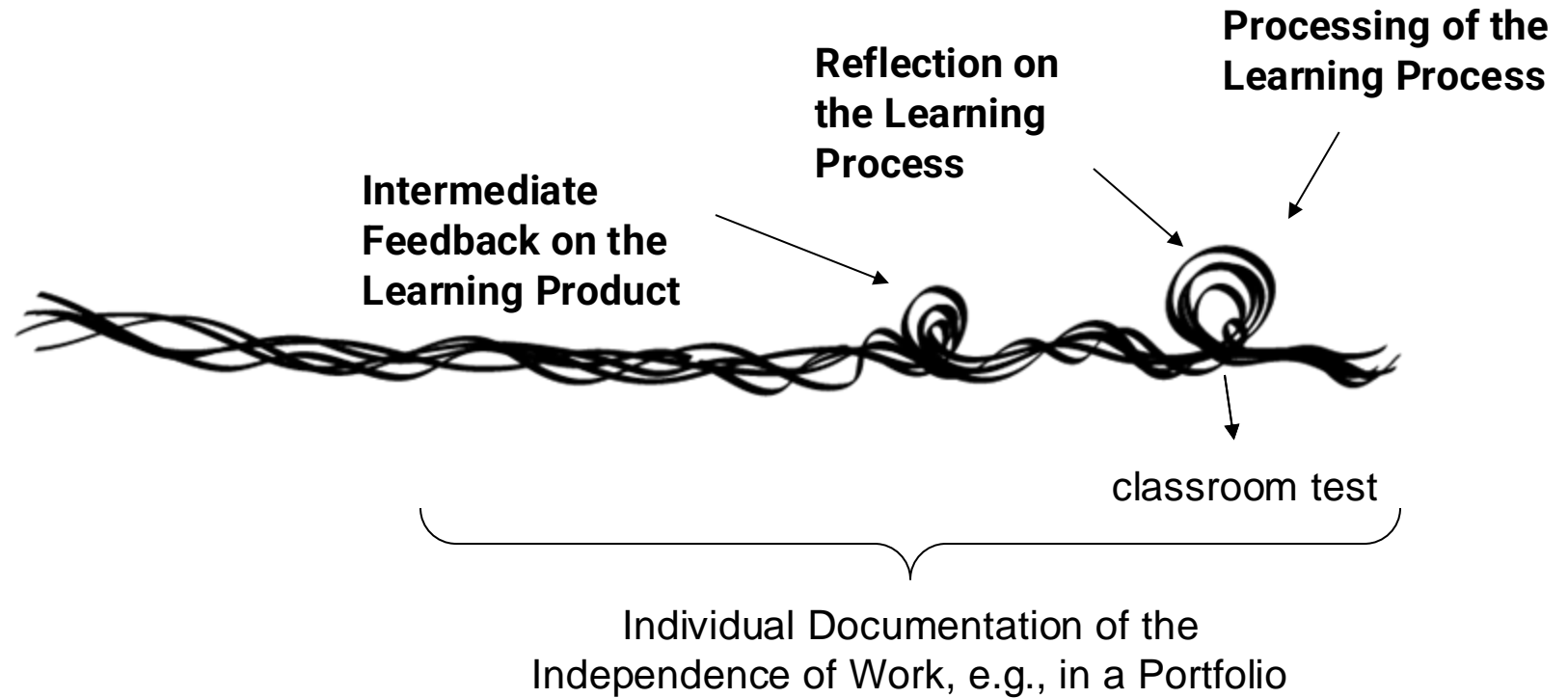


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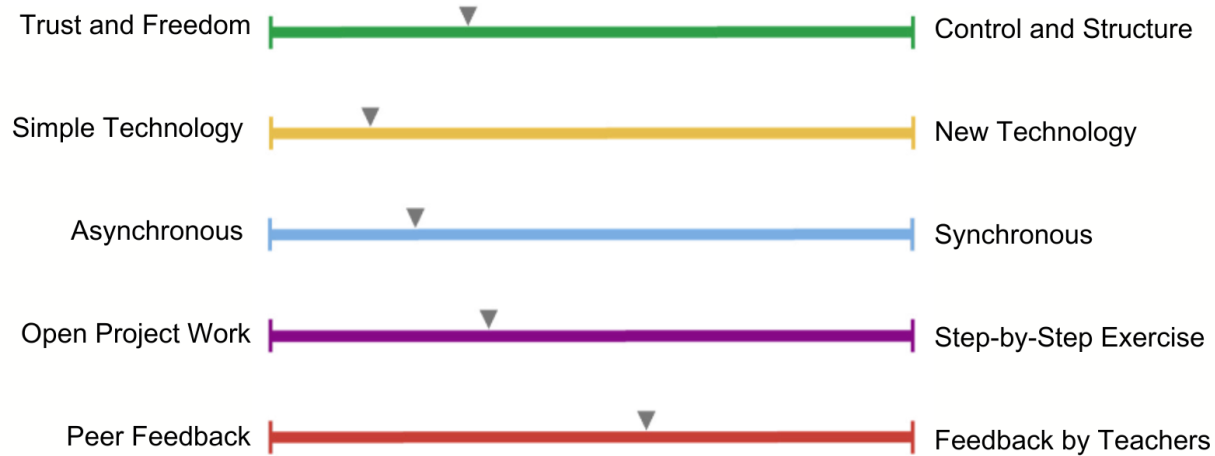


What does this mean for our exam culture?

# Integration of the exam into the learning process



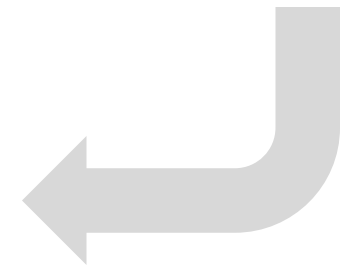
# Maxims for a contemporary learning culture



➔ “As much trust and freedom as possible, as much control and structure as necessary.”

Didaktische Schieberegler. Quelle: [kurzelinks.de/schieberegler](https://kurzelinks.de/schieberegler) (CC BY 4.0 Axel Krommer).  
translated into English by Christian Haake

**How do we set our personal slider for contemporary and alternative performance assessments so that we do not fear losing control?**



## Future-oriented exams

*Exam formats must meet the requirements of a digitized world by going beyond mere knowledge.*

- Integrate open exam formats and holistic questions (4Cs).
- Exams should increasingly assess students' ability to reflect.
- e.g. by reflecting on their own learning process

Long-term: Adaptive learning platforms as part of an overall concept



## AI as an assessment tool?

- Automated assessment:
  - AI-based tools for automatic grading can relieve teachers, e.g. for multiple-choice tasks or text analyses.

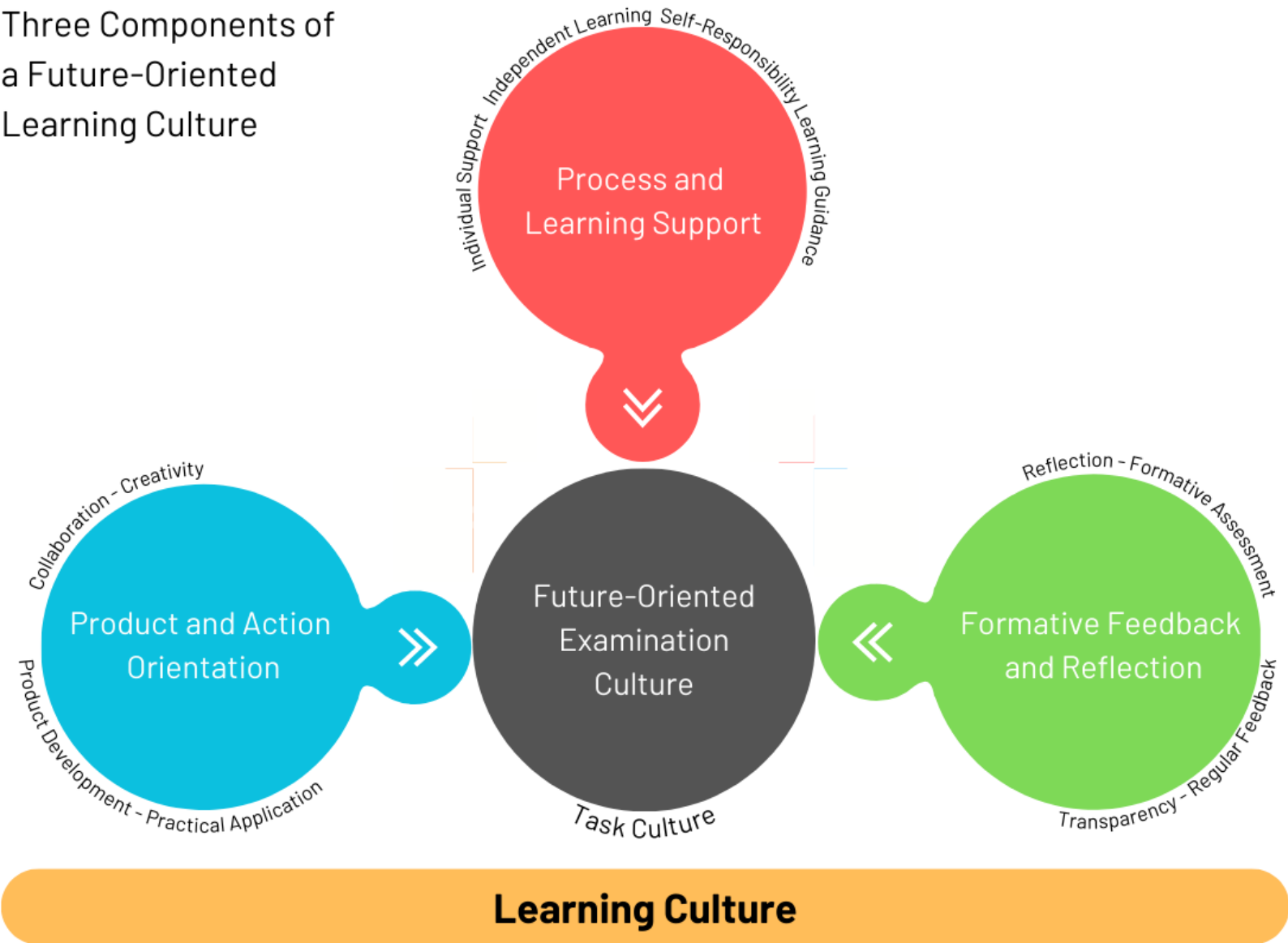
! For creative, open, or highly context-dependent tasks, automated assessment is not always suitable

- Support from AI:
  - AI can assist correction processes (pre-correction, feedback)

! Final evaluation remains with the teachers.

see KMK (2024)

### Three Components of a Future-Oriented Learning Culture



## Three components of a future-oriented learning culture (detail)

### Process and learning support

- Individual support in the learning process
- Promoting independent and self-responsible learning
- Moderation, accompaniment, and ensuring learning progress
- Adapting learning content to individual needs

### Product and action orientation

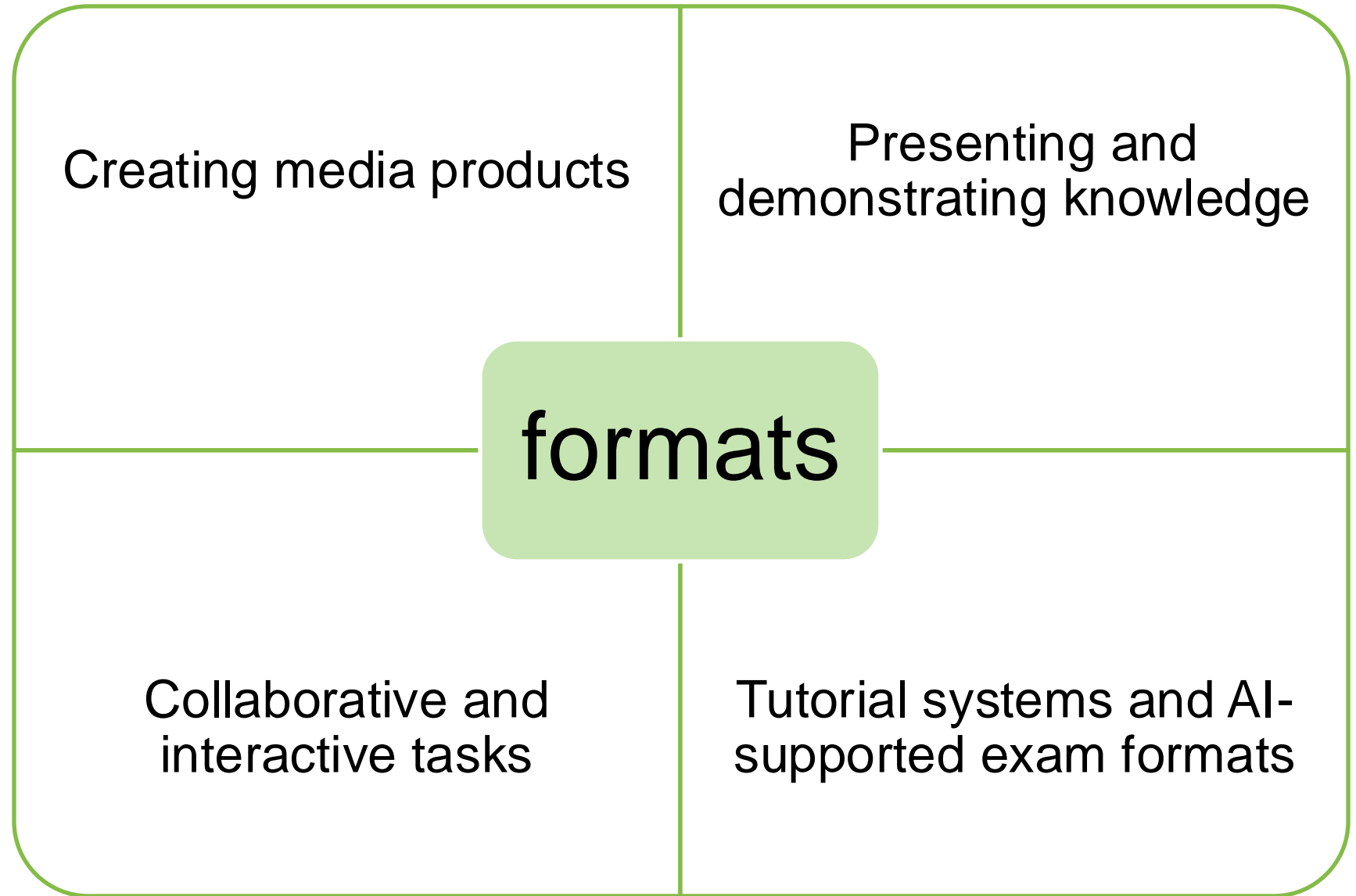
- Focus on concrete products as learning outcomes
- Application of knowledge in practical scenarios
- Development and result in the foreground
- Individual or teamwork

### Formative feedback and reflection

- Regular feedback to support the learning process
- Identification of strengths and weaknesses
- Promoting self-improvement and transparency in the learning process
- Formative assessment (graded/ungraded) to support learning

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**Creating media products**

- Media production (text, audio, video)
- Virtual products
- Mixed-media portfolios

**Presenting and demonstrating knowledge**

- Digital meetings and virtual tours
- Multimedia presentations and social media contributions
- Scenic or musical interpretation
- Documentaries and eyewitness reports

**Collaborative and interactive tasks**

- Project-based exams
- Digital cross-curricular projects
- Interactive mind maps and wikis
- Collaborative writing
- Gamified exams
- Role-playing and simulations
- Escape room format and decision stories

**Tutorial systems and AI-supported exam formats**

- AI-supported evaluation system (no grading)
- AI-supported reflection discussions

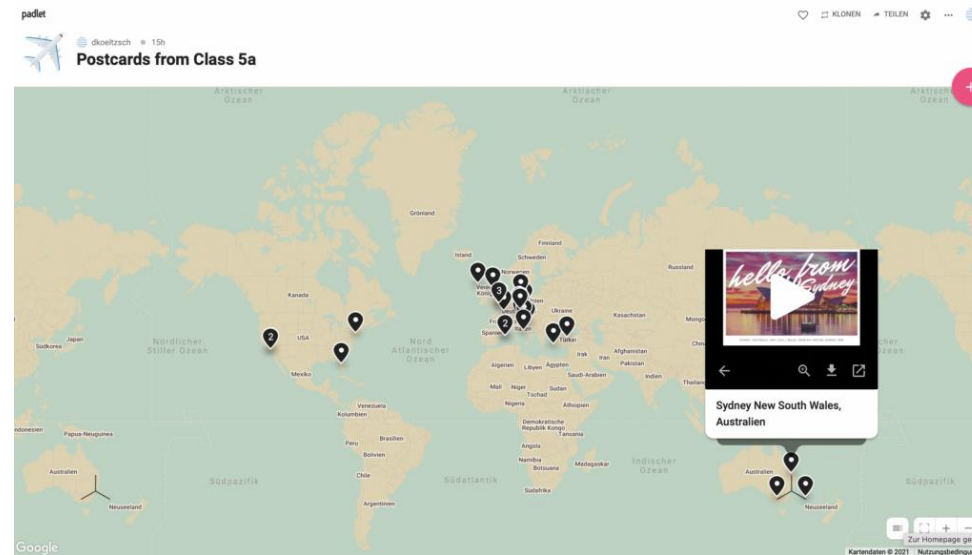
Niedersächsisches Kultusministerium. (2023). *Schule gestalten – Freiräume nutzen: Eine Handreichung für Schulleitungen und Lehrkräfte an allgemein bildenden Schulen des Primarbereichs und Sekundarbereichs I*. Hannover: Niedersächsisches Kultusministerium. S. 15f.

"[...] the subject conference decides on the classification as an oral or subject-specific performance and adjusts the weighting for the overall assessment accordingly. In addition to written performances, oral and other subject-specific performances should also be evaluated. These may include, for example:

- Contributions to class discussions
- Oral assessments
- Presentations and reports
- Class documentation (e.g., protocol, portfolio, learning diary)
- Long-term assignments and learning workshop projects
- Action results (e.g., video, audio files/podcasts, lapbooks, learning maps, posters (possibly virtual or interactive), blogs)
- Subject-specific products and their production methods
- Subject-related practical performances (e.g., in music or sports)"

## Example: multimedia postcards from around the world, well-known task format reimagined

- Traditional task format: Writing a postcard in English class
- Modernized through multimedia design
- Students use virtual travel as inspiration
- Create authentic postcards with text and audio
- Present results on digital platforms like Padlet
- Combination of written and oral skills



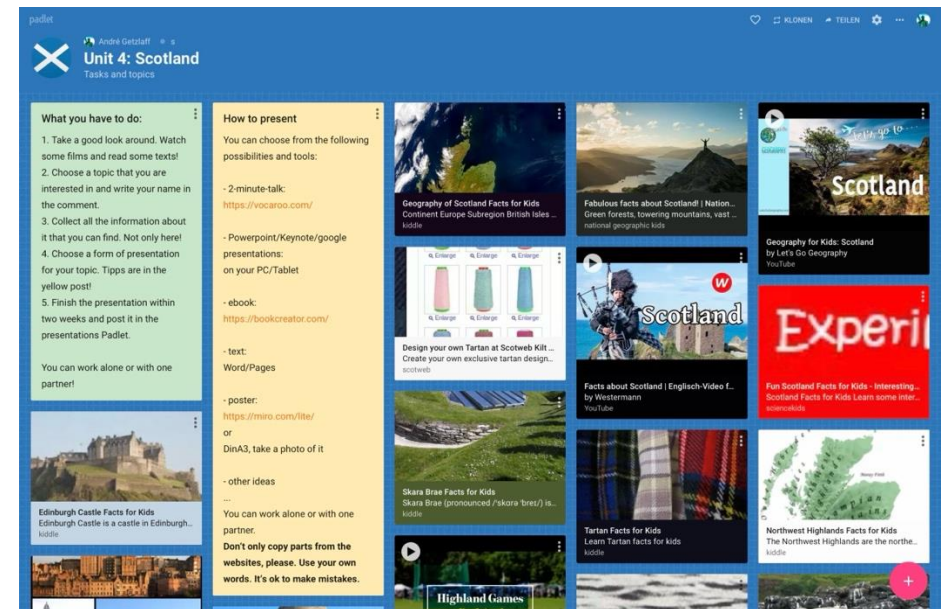
Von Deborah Koeltzsch (2021)  
auf [community.pruefungskultur.de](https://community.pruefungskultur.de)



## Example: Presenting Scotland

Students create a digital presentation and then present their work process in an oral exam

- Task: Students create a digital presentation on a Scotland topic.
- Presentation formats: Choose between eBook, digital poster, or oral presentation.
- Work process:
  - Distance learning,
  - three weeks' time,
  - two hours per week for the project,
  - peer and teacher feedback.
- Exam structure:
  - Presentation
  - Oral presentation of the work process



# Example: Travel Agency

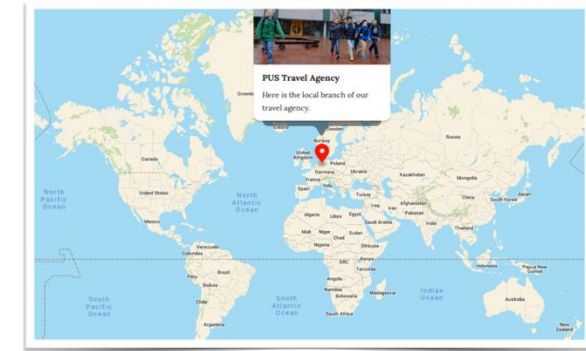
Task: Students create a travel plan for a country of their choice.

- Presentation formats:
    - Choose between flyer, eBook, website.
  - Work process:
    - Distance learning,
    - 4 weeks' time,
    - one hour per week for the project
  - Exam structure:
    - Submission of results
    - Presentation
- Part 2
- Another group writes a travel blog about another trip.

ENGLISCH 9. DEZEMBER 2019

## Travel Agency

Group project for intermediate English learners



### International Travel Agency

You and your team work for a local travel agency. Your team's job is to prepare a tour for your company. The tour is supposed to be in Australia, New Zealand, India, the Caribbeans, South Africa, the area of Hong Kong, Japan and Korea or Canada.

Over the next few weeks you and your team will work on your tour at home and at school. There are a few expectations your tour and your documentation needs to exceed. Otherwise you have no limitations on what and how you do your project.

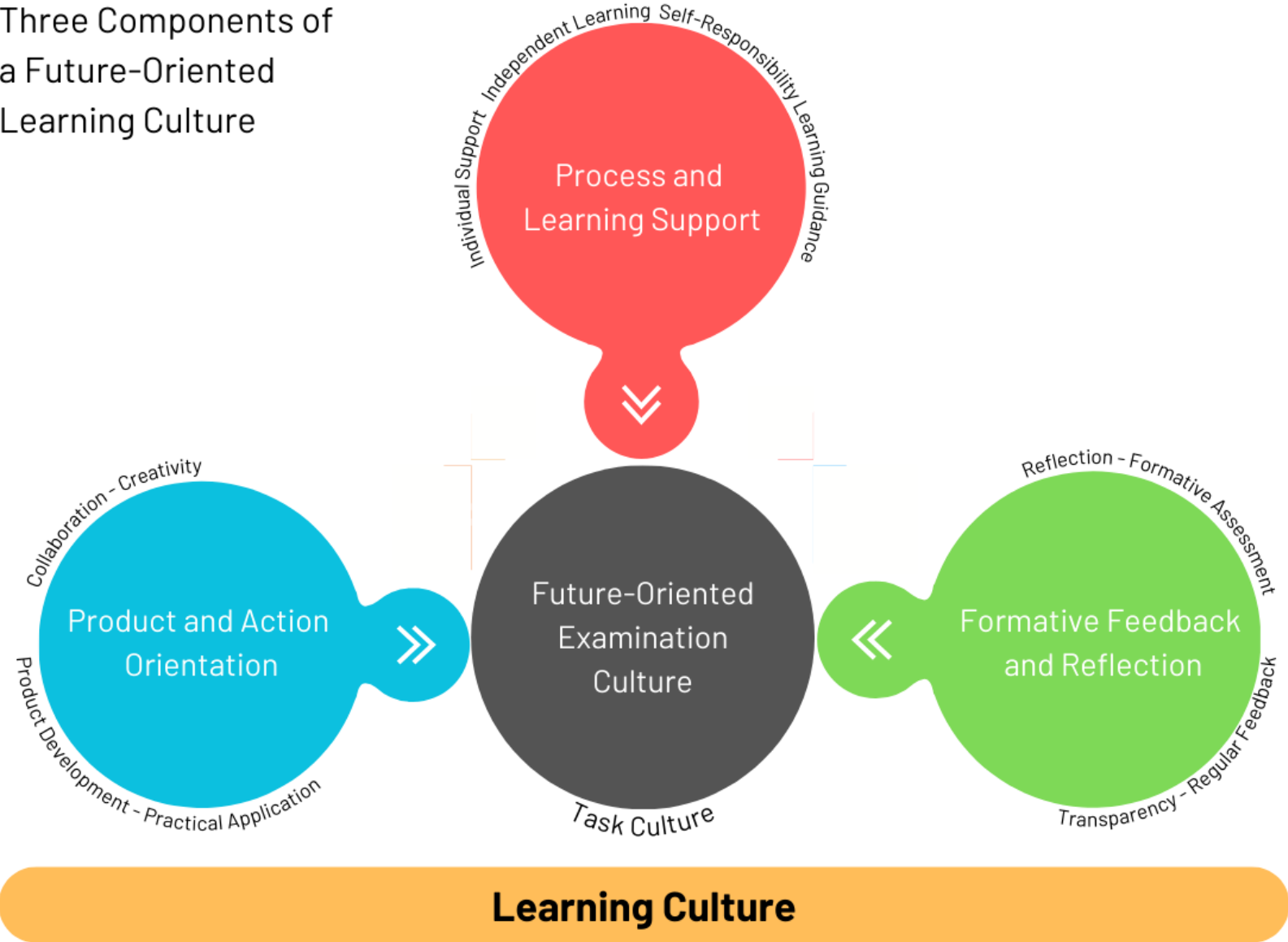
<b>1</b> <b>BRAINSTORM</b> First you brainstorm your ideas on <a href="#">flinga</a>	<b>2</b> <b>RESEARCH &amp; CREATE</b> Find and collect all the information you need. You have the choice!	<b>3</b> <b>PUBLISH</b> Publish all your results in the <a href="#">padlet</a> .
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Publish tour on [padlet.com](#)  
Link: [t1p.de/isqg](https://t1p.de/isqg)

**T**  
Publish text With [telegra.ph](#)  
Link: [t1p.de/gs4/](https://t1p.de/gs4/) or link to your [Nextcloud](#) file in your folder

**HELP!**  
Need more information? Find tutorials and additional help in the project folder in our [Nextcloud](#)  
Link: [t1p.de/h6u9](https://t1p.de/h6u9)

### Three Components of a Future-Oriented Learning Culture



## First steps to take ...



First experiences can be gained through the subject conferences to initiate a transformation process

# Thanks!



## Wie können Sie mich erreichen?

Christian Haake

NLQ

Fachbereich 53 - Medienbildung

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Oder [haake@nlq.nibis.de](mailto:haake@nlq.nibis.de)



## Quellen

- Burow, O.-A., & Gallenkamp, C. (Hrsg.). (2017). *Bildung 2030—Sieben Trends, die die Bildung revolutionieren* (1. Auflage). Beltz.
- KMK (2024). Handlungsempfehlung für die Bildungsverwaltung zum Umgang mit Künstlicher Intelligenz in schulischen Bildungsprozessen. KMK (2021). Lehren und Lernen in der digitalen Welt – Ergänzung zur Strategie „Bildung in der digitalen Welt“.
- Krommer, A. (2020, Juli 1). *Didaktische Schieberegler. Oder: (Distanz-)Lernen und pädagogische Antinomien*. Bildung unter Bedingungen der Digitalität.  
<https://axelkrommer.com/2020/07/02/didaktische-schieberegler-oder-distanz-lernen-und-padagogische-antinomien/>
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- <https://www.un.org/sustainabledevelopment/>
- Icons Designed by Flaticon, Freepik, Vectors Tank, Muhammad\_Usman