

## Corrigendum

### Page 50:

Paragraph deleted, the first paragraph of that page was a repetition of the paragraph at the end of page 49 **(in the PDF only, the web book was good)**.

*“Proctoring Systems. With intermittent (or continual) school closures occurring almost worldwide due to the COVID-19 pandemic, concerns about the security of examinations have emerged –...”*

### Page 51:

First line: “perhaps the first is using policy to develop incentives to encourage the developers of **this these** disparate systems to work together.”

### Page 71:

End of first paragraph: This measurement issue **are is** discussed by D’Mello(D’Mello, 2021[7]) in the case of “learning engagement”.

### Page 72:

2<sup>nd</sup> paragraph: “The development towards more advanced forms of personalisation is complex and requires international research and development (R&D) collaboration to ensure progress. Orchestration at the governmental level is needed to facilitate these technological **innovation innovations**.”

### Page 80

Last paragraph: “On the other hand, several decades of research into the cognitive science of learning has yielded principles of effective learning**g**”

### Page 82:

Paragraph deleted, the first paragraph of that page was a repetition of the paragraph at the end of page 81 **(in the PDF only, the web book was good)**.

*“In addition to the components of engagement, the time course and the influence of contextual factors are also quite important. With respect to...”*

### Page 91:

Last paragraph: “Thus, in addition to keeping students engaged **though through** choice, realism,...”

**Page 185**

First line, reference updated to remove the month and day in the citation: “by 2019 (Issa, 2019; ~~August 22~~<sub>[119]</sub>).

**Page 198:**

Box 10.1: For example, in the domain of commercial professions, a competency-oriented assessment task creator is being developed to allow assessors to design exams that certify students’ and workers’ competences, leading to a shift from knowledge-based to ~~competencé~~ **competence**-based examination. An assessment bank of digital examination tasks that can be slightly modified or combined is proposed for assessors’ customisation. It will be launched (and legally recognised for exams in Germany) in 2022. In the domain of car mechatronics, examination tasks are also developed to test trainees’ competences in a simulated environment – and also to develop their ~~competences~~ **skills**.