Agency in assessment: 
a case for creativity, collaboration and adaptive capacity

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A view of students
Standardised, individual assessment
Standardised, individual assessment
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Competence and reliability

Performance in practice
Mastery

Requires the removal of scaffolding?
Mastery

Scaffolding (environment, weather conditions)

Scaffolding (pole)

Scaffolding (rope, people to double check the rope)

Scaffolding (shoes)
Process, and the capacity to adapt
Cheating and anonymity
Context and creativity
Collaboration and discussion
Abstract

Traditional assessment in higher education often measures performance in controlled conditions, isolating students from the people and many of the resources they have interacted with in the process of learning. While a desire to maximise reliability and standardise the measurement of ability is understandable, there is a danger that such practices privilege internal, individual and abstract forms of knowledge at the expense of contextualised, collective and adaptive practices. Most university graduates will need to be effective networked learners, using social and material resources to adapt to changing and complex workplace settings and, increasingly, digital networks. If we accept that learners are shared around our education, about the skill to interactions, boundary decency on edgement art, while to reduce lex social in which concludes, gerate as...