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

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Msc Clinical Education

The Lonely Vacuum Of Space by JD Hancock (CC By 2.0)

A view of students

Standardised, individual assessment

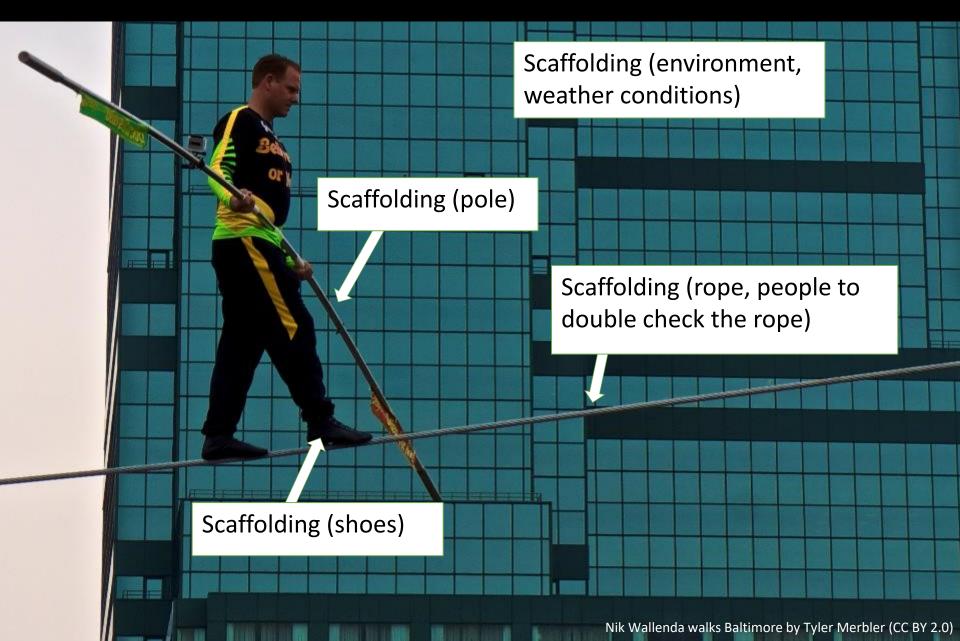# Standardised, individual assessment

Standardised, individual assessment

Performance in practice

Competence and reliability

Teen's messy room by woodleywonderworks (CC BY 2.0)

Mastery

Requires the removal of scaffolding?

Mastery

Scaffolding (environment, weather conditions)

Scaffolding (pole)

Scaffolding (rope, people to double check the rope)

Scaffolding (shoes)
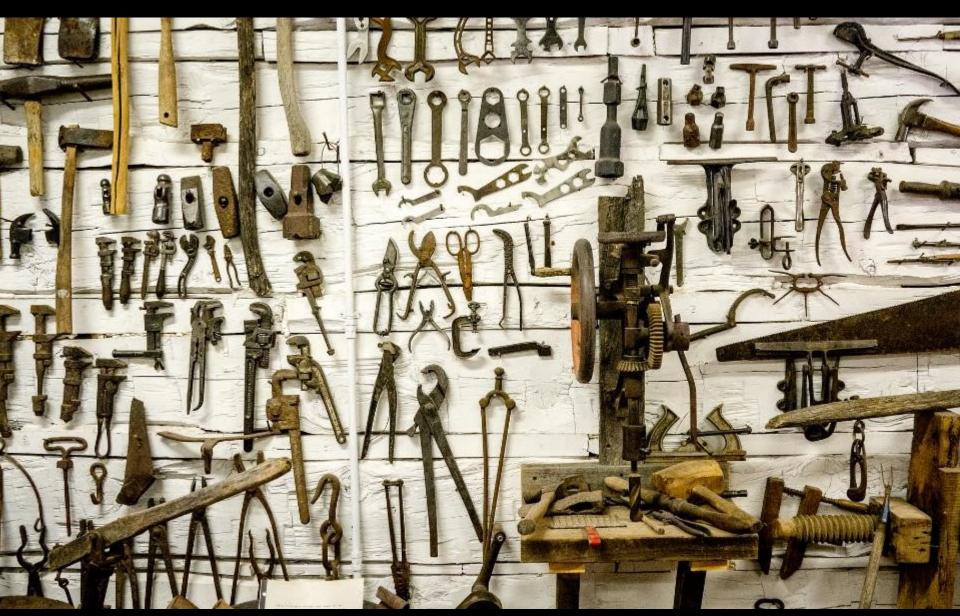
Process, and the capacity to adapt

Cheating and anonymity

Context and creativity

Collaboration and discussion

Distributed learning and isolated testing: tensions in traditional assessment practices

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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

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EVALUATIVE JUDGEMENT OF WORKING PRACTICES:

RECONFIGURING ASSESSMENT TO SUPPORT STUDENT ADAPTABILITY AND AGENCY ACROSS COMPLEX SETTINGS

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Abstract

Research into sustainable assessment highlights that students must not only learn to evaluate their final products and performances but also the processes of learning they engage in while producing these final outputs. However, what is missing in this research is a focus on practices – the specific activities that are undertaken in completing tasks – and on how these are

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ORIGINAL ARTICLES

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Postdigital Education in Design and Practice

Tim Fawns[1]

Abstract

Digital education is one of a number of terms (including e-learning, technology-enhanced learning, online learning, blended learning) that have seen increasing use in educational discourse and in the branding of educational programmes. A lack of conceptual clarity around such terms makes it easier for different groups to appropriate them in the service of conflicting agendas. In this paper, I discuss the pros and cons of the tendency to distinguish between digital and non-digital, arguing that while concepts like "digital education" can be useful insofar as they encourage people to look closer at the design and practice of teaching and learning, they become problematic when used to close down ideas or attribute essential properties to technology. Considering the implications for understanding institutional initiatives, student practices, and the interplay between teaching design and orchestration, I argue for a postdigital perspective in which all education—even that which is considered to lie outside of digital education—takes account of the digital and non-digital, material and social, both in terms of the design of educational activities and in the practices that unfold in the doing of those activities.