

Rethinking Assessment of WIL: authenticity, inclusivity, and sustainability

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QOI Masterclass

Thursday 18 April 2024

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Acknowledgements

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Assessment and Digital Learning
at Deakin University

Participants and contributors to
research projects



Safe space statement

Every one of us is entitled to work in a safe space: a space free of fear, a space free of bullying and harassment of any kind. We will work together honouring our differences and celebrating the gifts we each bring to the discussion.

We will treat one another with politeness and respect at all times and, if we are subjected to or witness bullying and harassment, we will speak out knowing that our voices will be heard and we will be taken seriously. Together we can create a safe space.

How we will work together

Confidentiality

Beyond the workshop group, be mindful of how you share with others (e.g. sensitive topics, disclosures relating to particular situations or people)

Accessibility

Let us know how we can support your engagement today

Use a microphone when contributing

Feel free to sit, stand, move around, eat and drink as you need to

Slides will be distributed electronically

Masterclass Objectives

1. To appreciate the tensions and challenges in assessment design for WIL
2. To discuss priorities in assessment design with respect to authenticity, inclusivity, and sustainability
3. To identify opportunities for refining assessment design for WIL with key stakeholders

Masterclass Outline

Introductions

Principles for Assessment in Work Integrated Learning

Focus on Authenticity

Morning tea break

Focus on Inclusivity

Focus on Sustainability

Summary & close

Introductions - via Mentimeter

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- Go to menti.com
- Enter code: 8500 4638
- Or, scan the QR code

- [QQI WIL workshop - Mentimeter](#)





Principles for Assessment in WIL

What does WIL encompass?

Learning through work and/or in workplaces, which could include:

- Field trips
- Simulation
- Industry engagement within university subjects (e.g. client projects)
- Placements

Tightly coupled (e.g. nursing) or loosely coupled (e.g. psychology)

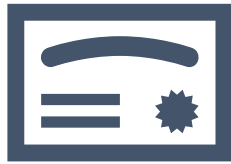


Why is WIL important?

- Opportunities to learn in different ways
- Develop graduate capabilities
- Potential for knowledge exchange, further research/commercialisation ventures
- “job readiness” - a potential route to employment

(Dollinger et al 2023)

What I mean when I say assessment...



Certification:
Ensure learning
outcomes are met



Learning: Develop
students'
capabilities



Sustainability:
Prepare students
beyond the current
task

Constructive alignment in WIL

- Ideally there is alignment between learning goals, learning activities, and what students are assessed upon
- In this view of learning, students construct meaning through participation
- Alignment is something learners have to create for themselves (Biggs 1996)

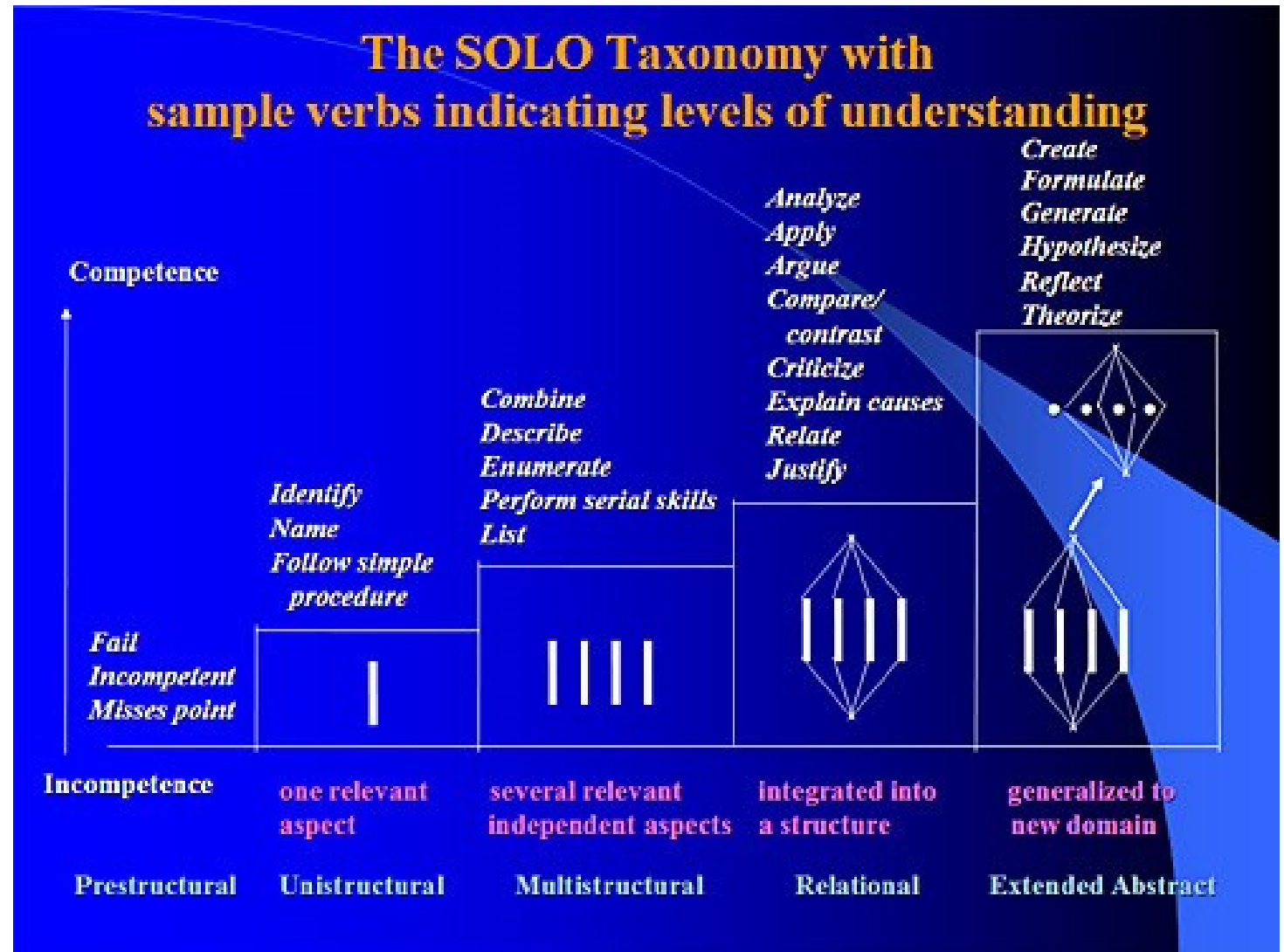
Principles for assessment design in WIL

1. sustains application and evaluative judgements beyond the immediate task;
2. engages students in active portrayal of their achievements and developing professional identities; and
3. involves collaboration among the students, academics, and industry partners

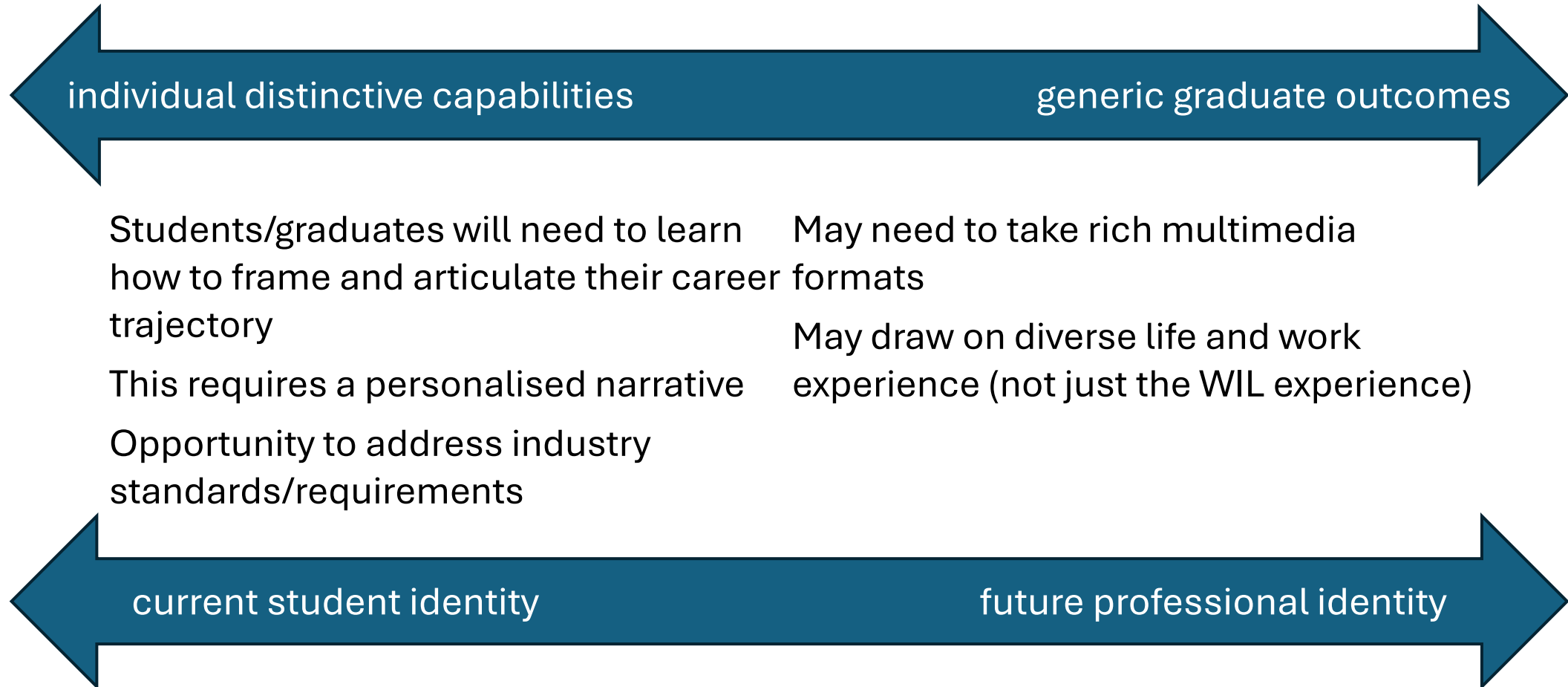
(Ajjawi et al 2021, p38)

1. Assessment to develop student evaluative judgement

“meets the needs of the present without compromising the ability of students to meet their own future learning needs” (Boud, 2000, p. 151).



2. Assessment to support students to develop and portray their distinctive capabilities



3. Assessment that promotes collaboration between students, academics, and industry partners

- Move away from ‘set and forget’ types of assessment design
 - What level of detail is required in learning outcomes and tasks prior to a module of study or particular WIL experience?
 - How can there be space within tasks for students, academics and industry partners to address current and relevant goals that matter?
 - How can assessment act as a form of cross-pollination?
- Employer involvement in assessment should be tailored, scaffolded through training and support activities, and recognise any limitations (logistical, practical, subject matter related)

Your turn

- Introduce yourselves on your table (name, institution, role)
- What purposes of assessment are most important for you?
- What about your students?

- Be prepared to report back to the room (assign a spokesperson for your table)

Focus on Authenticity

How distant is the future?

Key challenges for society are happening **now**:

- Generative Artificial Intelligence
- Climate change
- Sustainability
- Social justice
- Graduate jobs in the future won't be the same as graduate jobs now

If thinking about employability, we always need to be future-oriented



The complexity of authenticity in assessment

Assessment as a 'bridge' between higher education and elsewhere

Authenticity in relation to:

- Self
- Task
- Professional role
- Values

Designed vs perceived authenticity: we cannot fully control what happens in 'learn time'

(Biggs & Tang 2011; Goodyear 2015)



Challenges in assessment

- Sufficient opportunity for autonomy, creativity and curiosity
- Grappling with differences between the 'classroom' and the 'world'
- Learning from failing and failure: what does this mean with industry, real data, real clients?
- Co-ordination of expectations and standards across workplace, academics, and learners



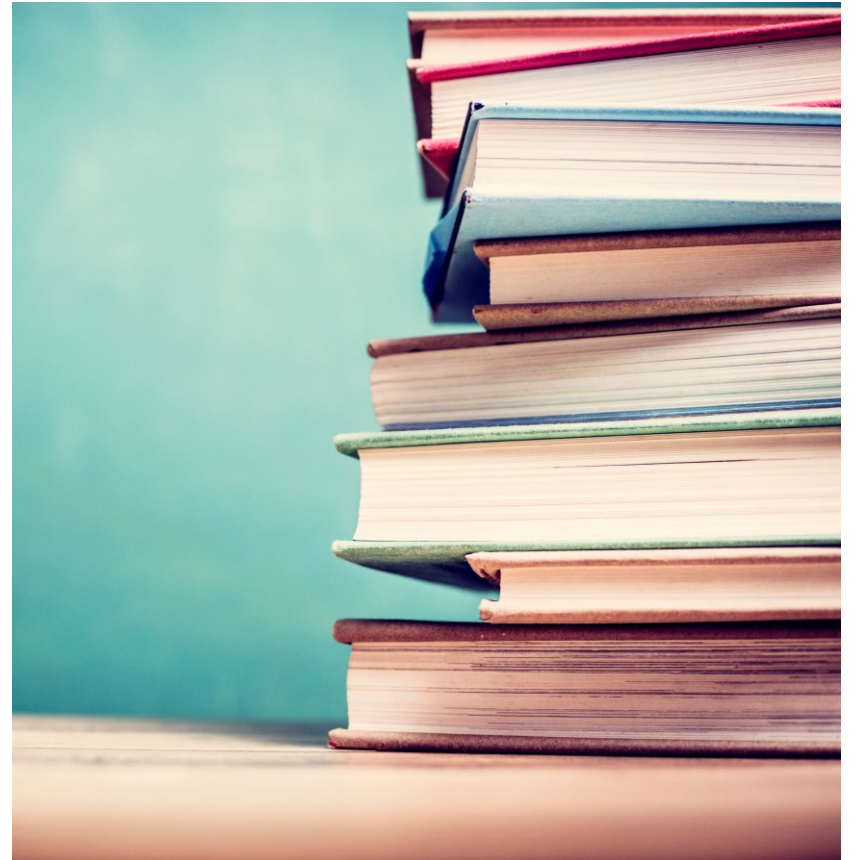
Authentic assessment as a solution?

“Assessment is authentic when we directly examine student performance on worthy intellectual tasks”

(Wiggins 1990, p1)

“Authentic assessment aims to integrate what happens in the classroom with employment, replicating the tasks and performance standards typically faced by professionals in the world of work”

(Villaroel et al 2018, p841)



Authentic assessment has benefits

Enhances engagement

Improves student satisfaction

Promotes students' efforts to achieve educational goals

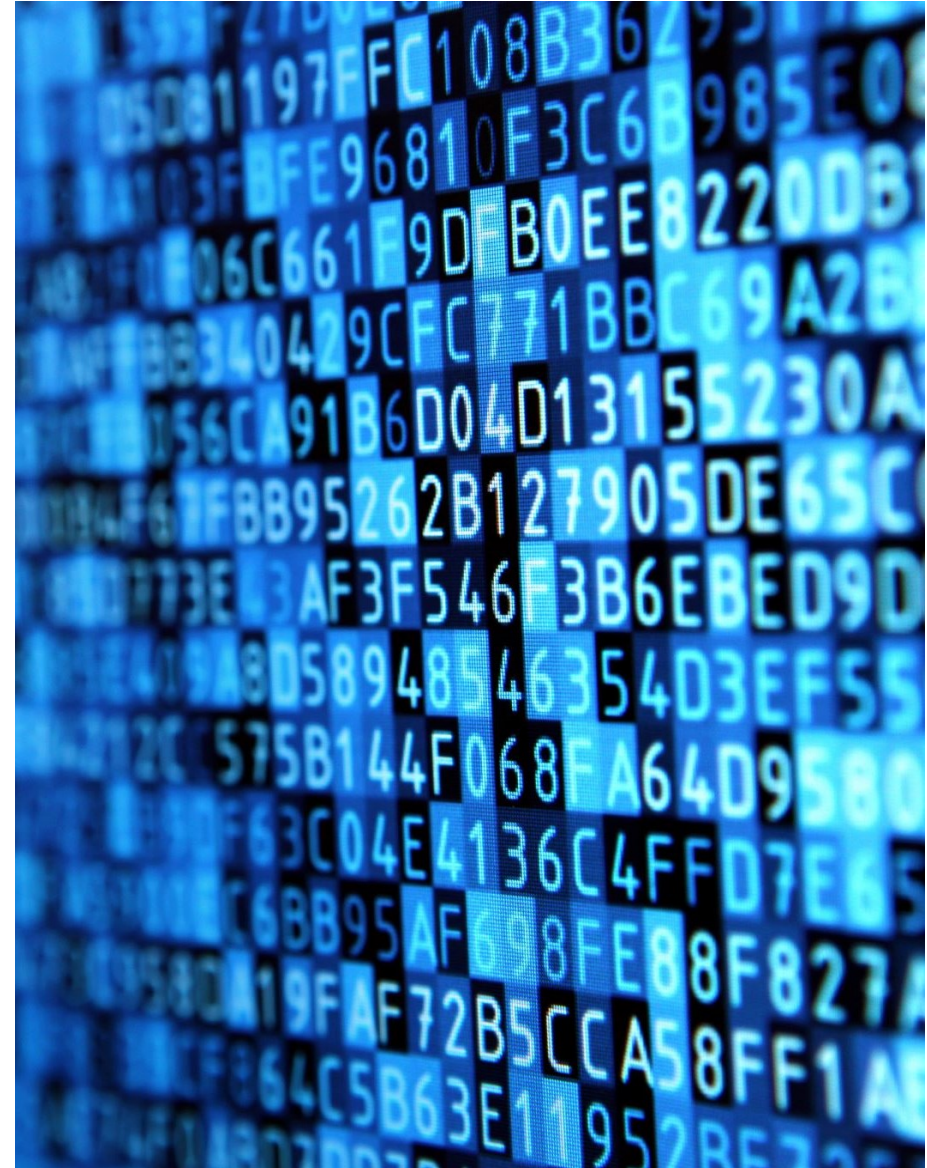
Employability

- Communication skills
- Collaboration
- Application of knowledge
- Opportunities for self-assessment, reflection, self-awareness
- Increases confidence

(Sokhanvar et al 2021)

Little attention has been paid to the digital in authentic assessment

- Ashford-Rowe et al's framework (2014): no mention of the digital.
- Villarroel et al's framework (2018): no mention of the digital.
- Sokhanvar et al's review of employability skills (2021): no mention of the digital



A hand holding a clear glass Christmas ball in front of a blurred background of colorful lights.

Determining authenticity

Historical

- Connected to a certain time or place

Categorical

- Can be easily identified as a particular thing; uniqueness

Values

- Aligns with particular philosophies, morals or ethics

(Newman 2019, Kovacs 2019)



Authenticity of assessment within a social world

- Ontological fidelity: becoming and being authentic (Vu & Dall’Alba 2014)
 - More than just ‘knowing’: transformation of self through engaging in assessment
 - How can students see their future selves in the assessment?
- Authenticity in complex social practices (e.g. Reich & Hager, 2014)
 - Too much can be a bad thing for learning
 - What aspects of authenticity are most important to replicate in assessment?

Existing frameworks for designing authentic assessment

Gulikers, Bastiaens & Kirschner 2004

Task

- Complexity
- Value to student and others

Physical or virtual context

- Fidelity
- Availability of resources

Social context

- Collaborative or individual

Assessment products

- Artefacts
- Presentations

Criteria

- Explicit
- Relevant to real life

Bosco & Ferns 2014

Proximity to workplace

Authenticity of task

- Student activities
- Type of intellectual engagement
- Critical reflection involved
- Who contributes to judging work

Villaroel et al 2018

Realism

- Everyday life, beyond the classroom
- Competencies for work performance

Cognitive challenge

- Problem solving
- Decision making

Evaluative judgement

- Feedback for learning
- Known criteria

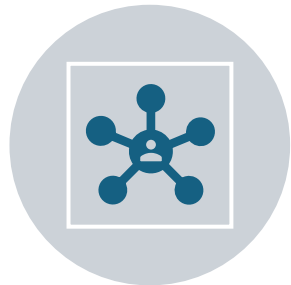
Students' responses: what should teachers consider when designing or implementing inclusive assessment?



“Be **passionate** in what they [academics] do and **interested** in having a **real dialogue** with the students”



“[avoid] Making the assignment too narrow- so students can't put any of their **own views** into it”



“relatable assignments that students can **connect** to”



“Have them more applicable to our **future careers** e.g. allow more realistic assignments which are things we would be **expected to do in our jobs**”

Authenticity in assessment design which promotes adaptability

Self

- Offering choice within tasks for students to develop and demonstrate their capabilities
- Asking students to identify their goals for feedback prior to submission

Practices

- Allowing the use of relevant technology and supports in tasks
- Involving peers in feedback

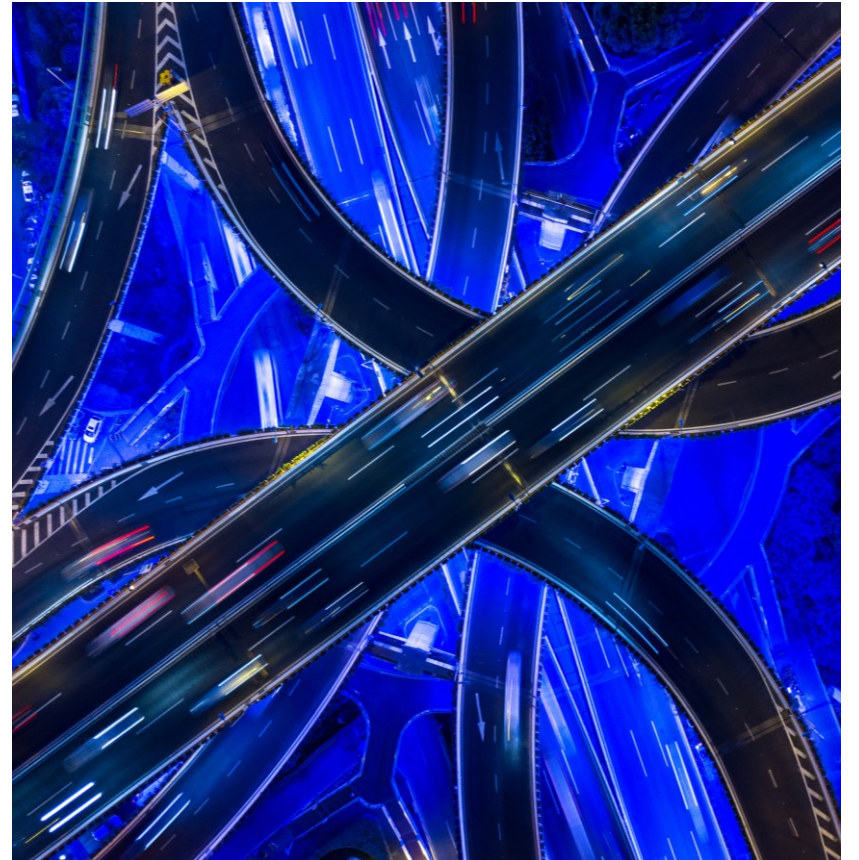
Values

- Student developed assessment criteria
- Aligning tasks to address “big issues” in society



Practical ideas

- Assessment involves compromise and ‘satisficing’
- Integrate current events and issues into assessment tasks
- Translate, rather than just simulate work (e.g. students in leadership roles)
- Assess the processes of learning as well as the products
- Authenticity as a quality of the educational process that students experience, rather than just being about the task





Morning Tea

Your turn

- What forms of authenticity are present? Are missing?
- Whose perspectives on authenticity do you not know about?
- What would be an aligned/appropriate way to assess authentically, keeping in mind stakeholder priorities?

- Be prepared to report back to the room (assign a spokesperson for your table)

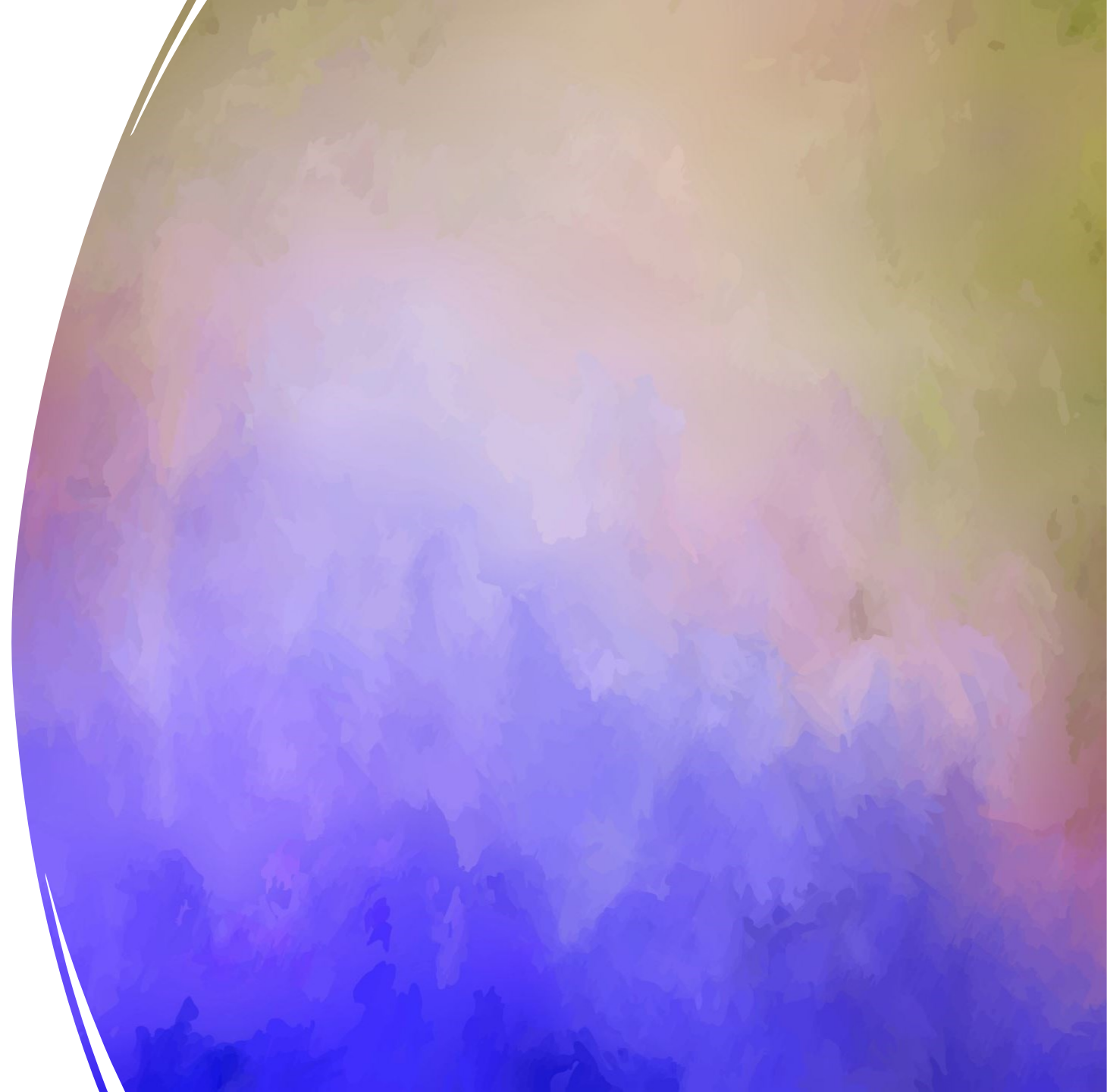


Summary so far

- Understanding contexts for WIL
- Assessment design principles for WIL
- Multiple perspectives on authenticity in assessment

Next: inclusivity and sustainability

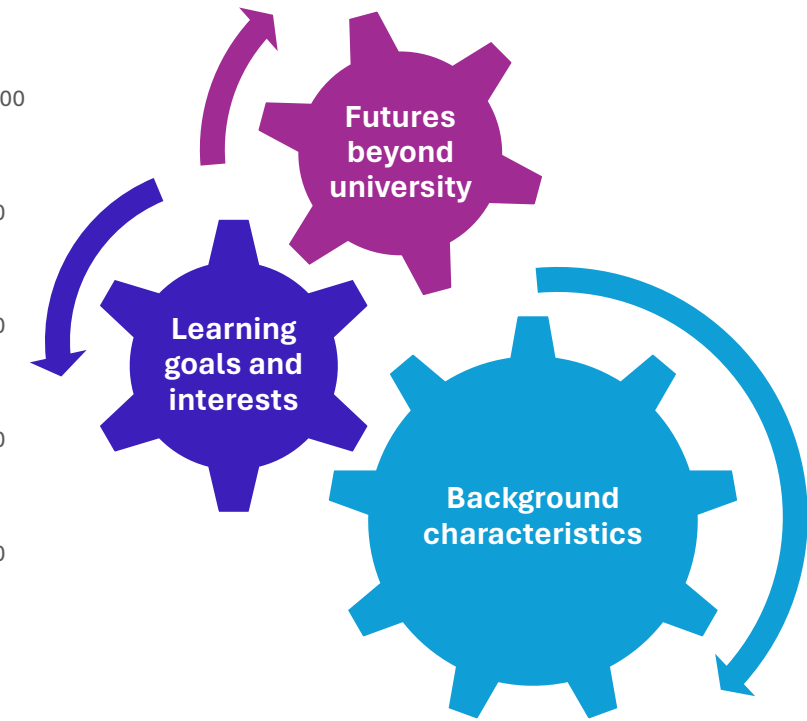
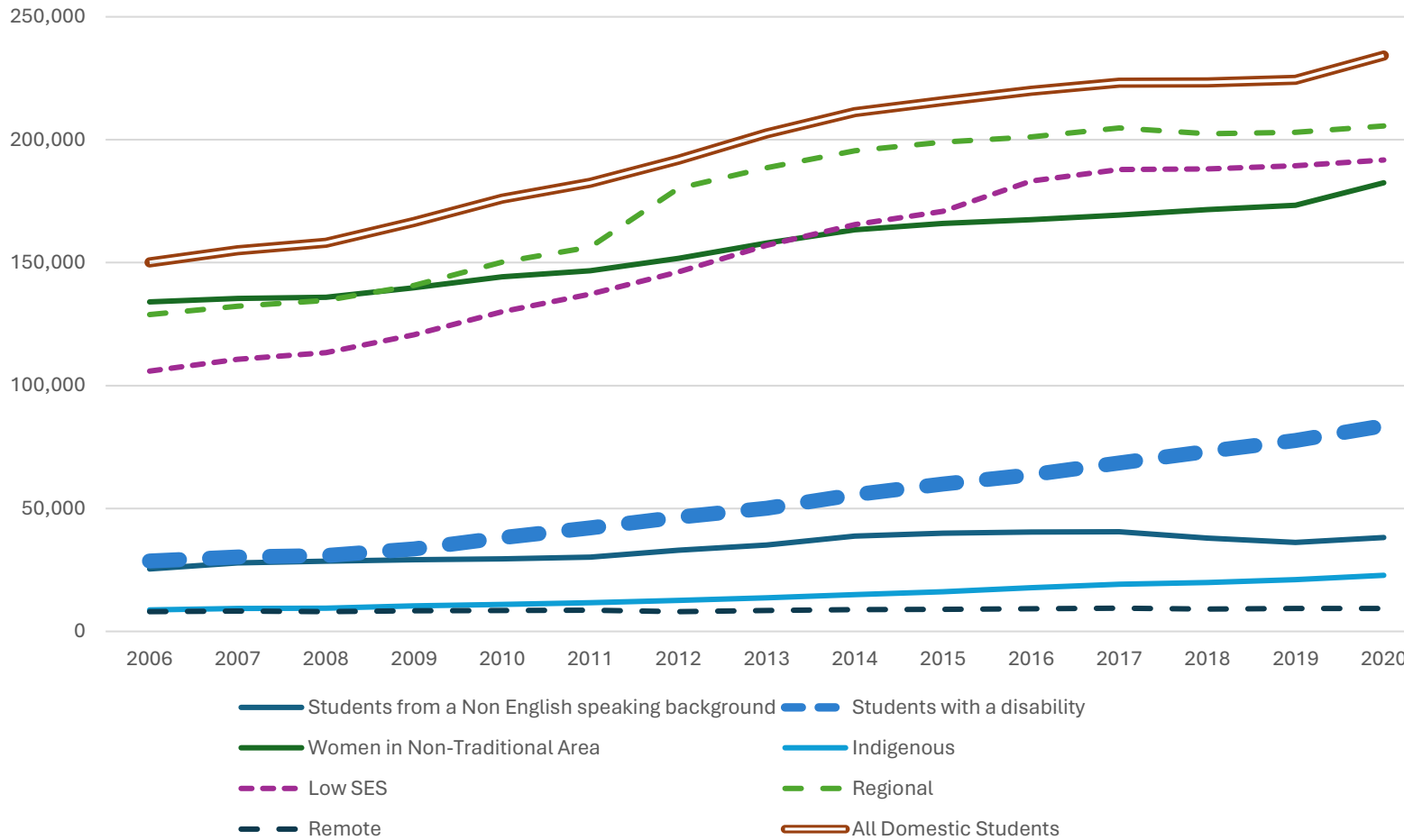
Focus on Inclusivity





There are many ways to consider student diversity

All domestic students by equity group



(DESE 2020, Mercer-Mapstone & Bovill 2020, Willems 2010)

Assessment is incredibly influential

“Students can, with difficulty, escape from the effects of poor teaching, they cannot (by definition, if they want to graduate) escape the effects of poor assessment.”

(Boud 1995, p35)

The backwash effect (Biggs, 1999)

Our responsibility in assessment is more than just making sure students get the “right mark” (McArthur 2018)





Some current problems with assessment

Adjustments don't fully meet student needs
(Waterfield & West 2006; Weis & Beauchemin 2019)

Students don't necessarily want to declare their diversity (Grimes et al. 2017)

Focussing only on procedural fairness means:

The constructs of assessment are left unquestioned

The lived experience and outcomes of students is ignored

(McArthur 2018)

Inclusive Assessment ... or Assessment for Inclusion?



“design and use of fair and effective assessment methods and practices that enable all students to demonstrate to their full potential what they know, understand and can do”

Hockings 2010, p. 34



“assessment should recognise diversity in student learning and endeavour to ensure that no student is discriminated against by virtue of features other than their ability to meet appropriate standards”

Tai, Ajjawi et al 2023, p. 10



Why does inclusion matter? Student experiences in WIL assessment

Some very normal things:

- Develops connections and networks
- Gain 'real world' skills and capabilities
- Inform professional career trajectory

Some things that are important and impactful especially to equity groups

- Real world experience that helps learners to navigate their disability and work
- Finding out which employers are actually inclusive (or not inclusive)

(Dollinger et al 2023)

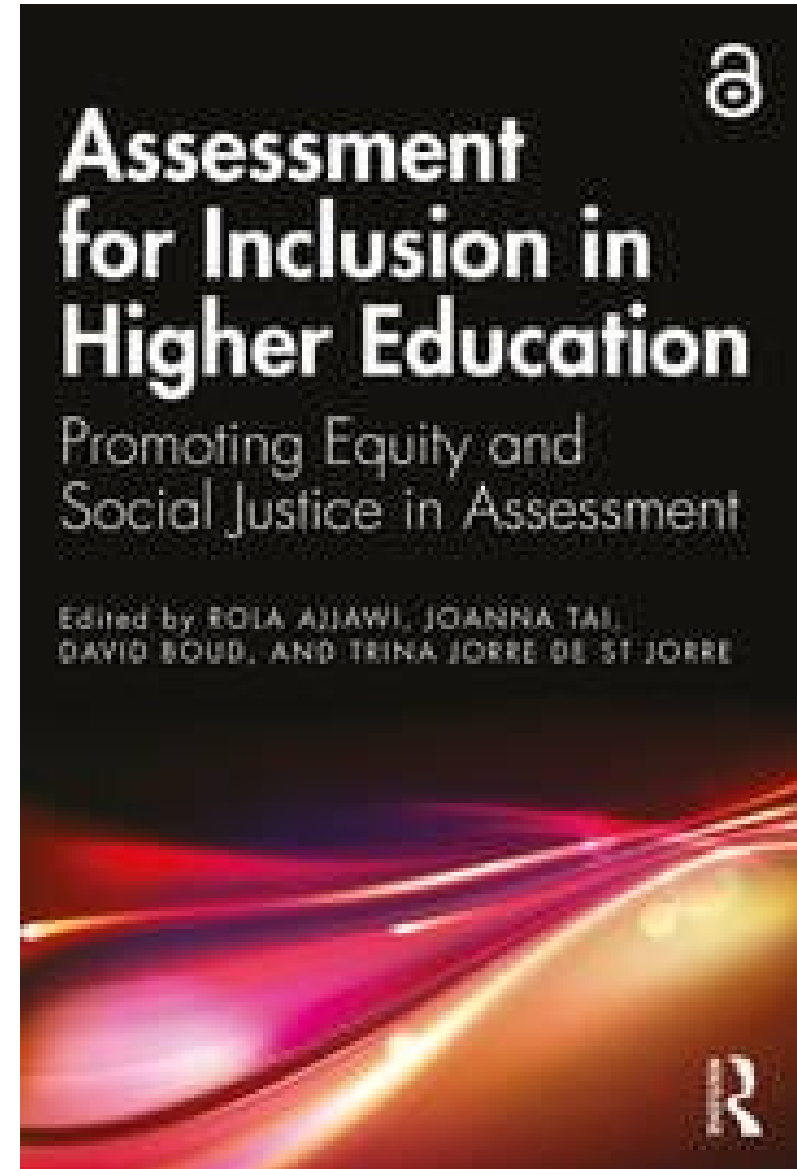
Assessment for inclusion: evidence?

- Choice in assessment was valued
- Students were still uncomfortable with disclosing disability
- Variety in assessment (including choice) improved confidence and reduced anxiety

(Tai, Ajjawi & Umarova 2021)

Only one study looked at outcomes:

- No impact of assessment choice on marks, and students performed better than previous cohorts and the university average (O'Neill 2017)



What about assessments could be more inclusive?

- Assessment should:
- Accurately reflect capabilities that are relevant to (future) work
- Offer opportunities for learning through formative feedback
- Contain clear and consistent instructions and criteria
- Due date and time should support all students to complete tasks (e.g. carer or work responsibilities)
- Also consider how access to resources (e.g. library, placement requirements) impact assessment

How have assessments made you feel?
What word comes to mind?



Where to next for inclusive assessment design?







- Designing assessment for inclusion is an ongoing *process* involving many stakeholders, at multiple levels (task design, conditions, student interactions, policy)
- (Tai, Mahoney et al 2023)
- Strategies for inclusive assessment design:
 - Authenticity in assessment
 - Programmatic assessment
 - Assessment for distinctiveness

HIGHER EDUCATION RESEARCH & DEVELOPMENT
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<https://doi.org/10.1080/07294360.2022.2057451>

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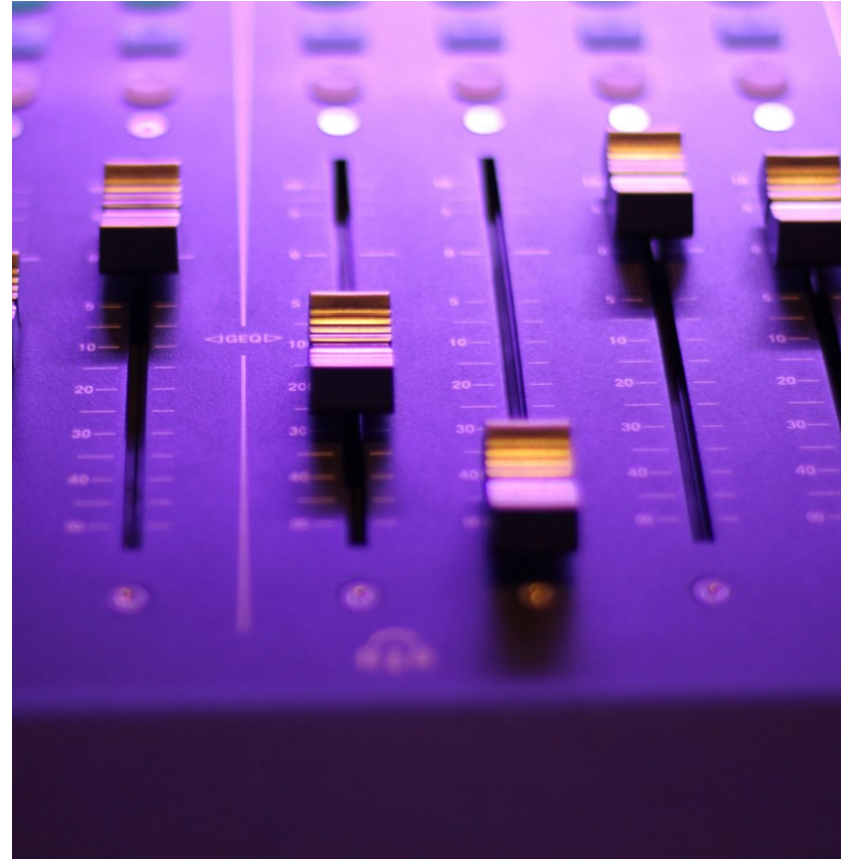
Assessment for inclusion: rethinking contemporary strategies in assessment design

Joanna Tai ^a, Rola Ajjawi ^a, Margaret Bearman ^a, David Boud ^{a,b,c},
Phillip Dawson ^a and Trina Jorre de St Jorre ^{a,d}

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Programmatic assessment

- Take a programme-level perspective on required outcomes
- Not everything has to be assessed at every occasion
- Consider how tasks are linked or related
- Scaffold students' capabilities over time



Assessment for distinctiveness

- Graduates should be prepared for their unique destinations
- Open-ended tasks could support students to develop their distinct capabilities
- Offering a variety of ways to demonstrate learning aligns with Universal Design for Learning (CAST 2018)



Appreciative inquiry

- Where has inclusion worked well?
- What steps were taken to make the assessment inclusive?
- Who was involved and what was their role?

- Be prepared to report back to the room (assign a spokesperson for your table)

Focus on Sustainability



Sustainable assessment

‘that meets the needs of the present and [also] prepares students to meet their own future learning needs’

(Boud 2000, p. 151)

‘Learning cannot be sustainable in any sense if it requires continuing information from teachers on students’ work.’

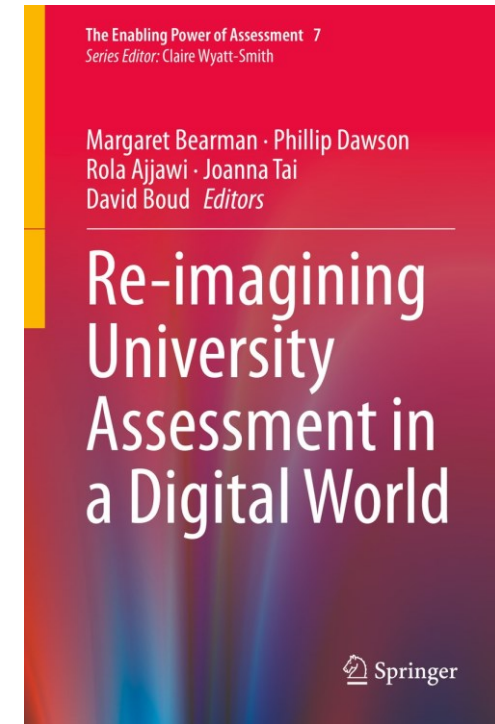
(Boud & Soler 2016, p. 4)

Lifelong learning capabilities

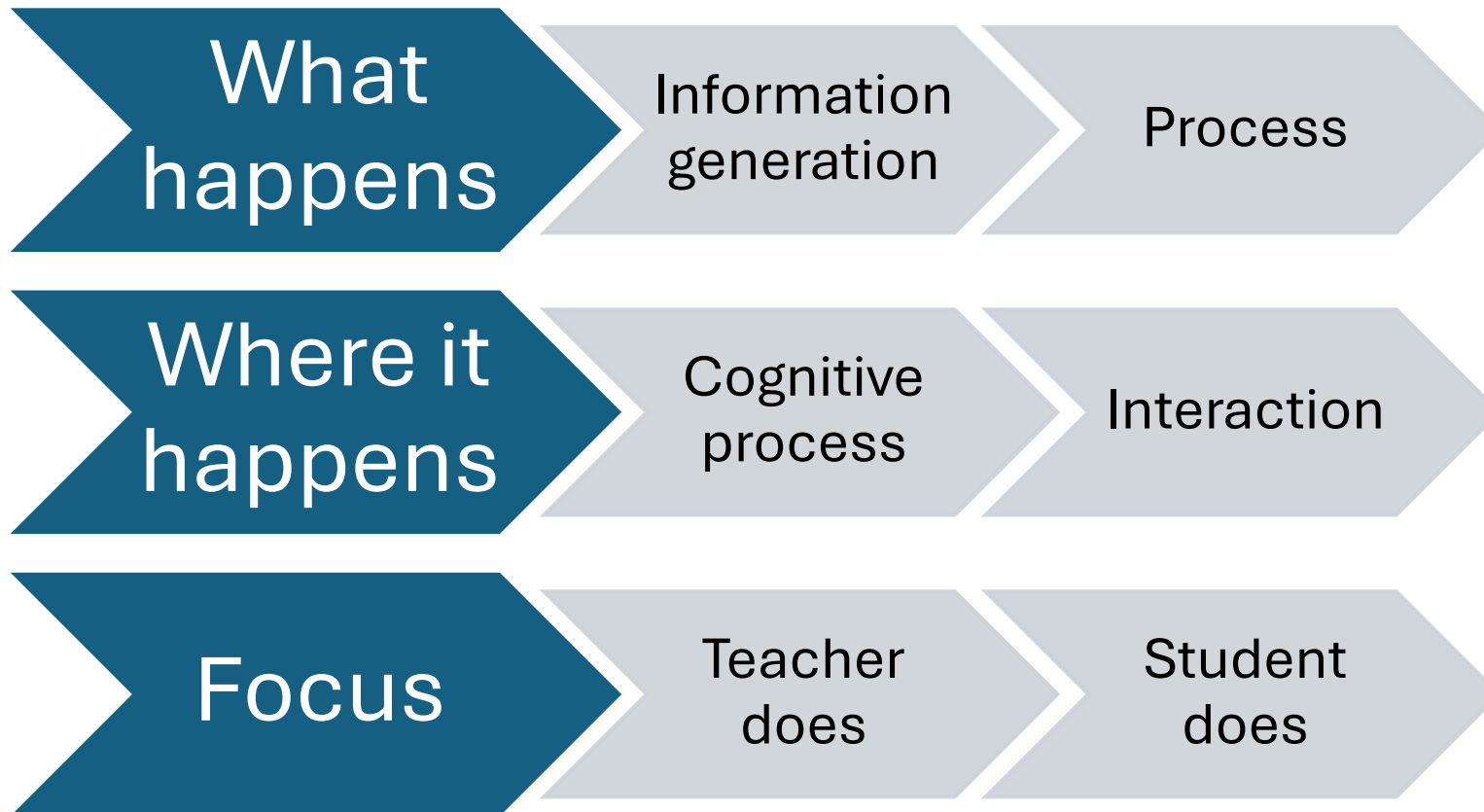
Future jobs will require people to work *with* machines, rather than competing against them (Tytler et al 2019)

Uniquely human capabilities related to learning will be incredibly important (Bearman & Luckin 2020)

- Feedback literacies
- Evaluative judgement



We've changed how we think about feedback



Boud & Molloy 2013

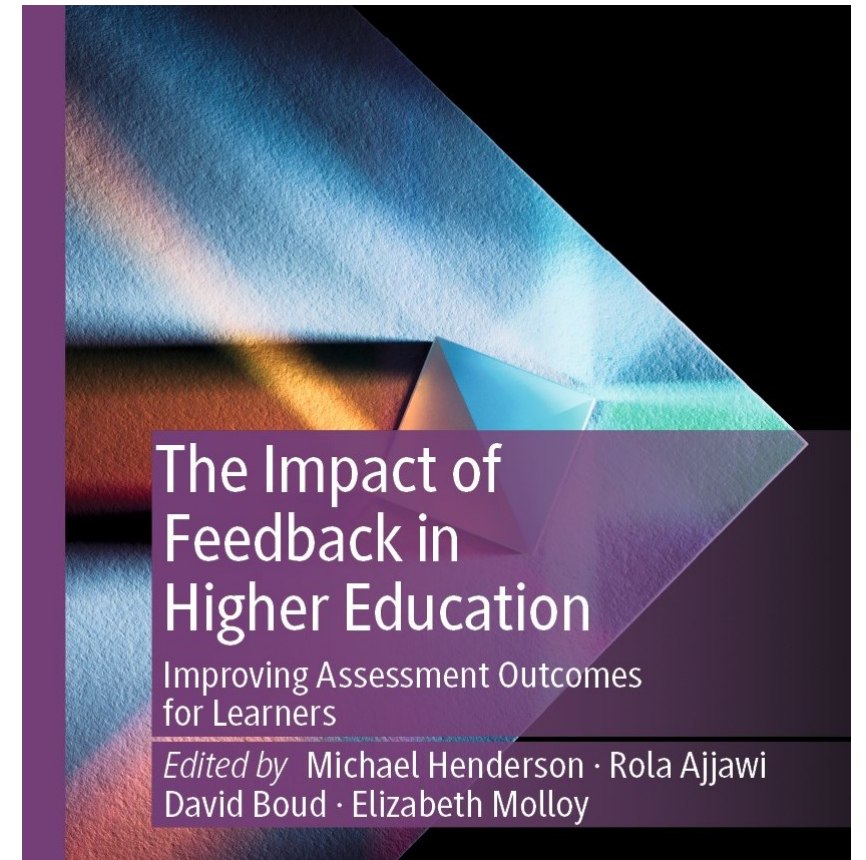
Definitions

Feedback: “a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.”

(Henderson et al. 2019, p1402)

Feedback literacy: “the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies.”

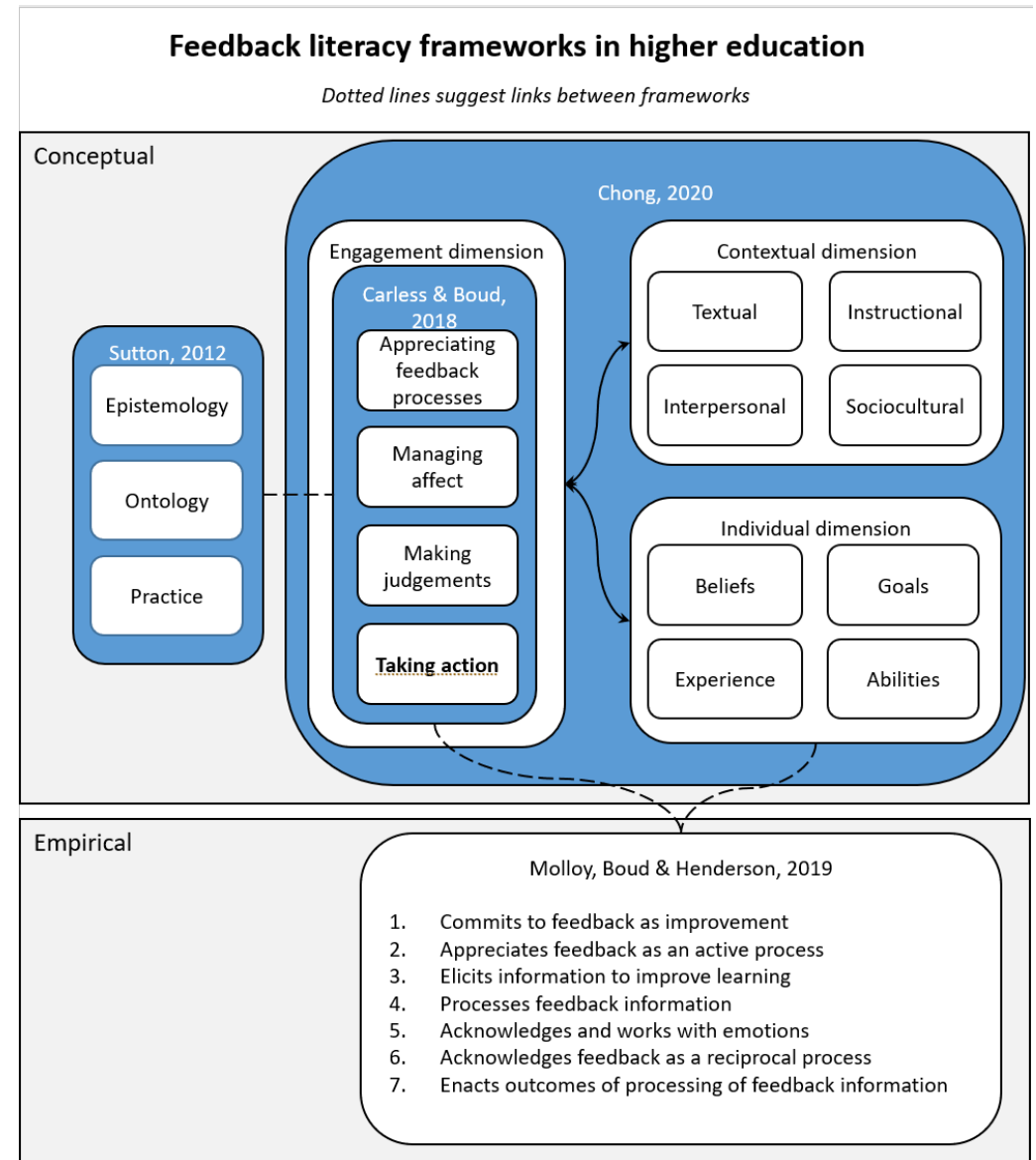
(Carless & Boud 2018, p1316)



Feedback literacies

- Continually enacted
- Entangled and relational
- Past experience and present affordances contribute to student actions

(Malecka et al 2022, Tai et al 2022, Tai, Bearman et al 2023)



Developing feedback literacies in WIL

- Opportunities for learners to seek feedback according to their personal learning goals within the context of WIL
- Scaffold students towards feedback processes that generally take place within work settings



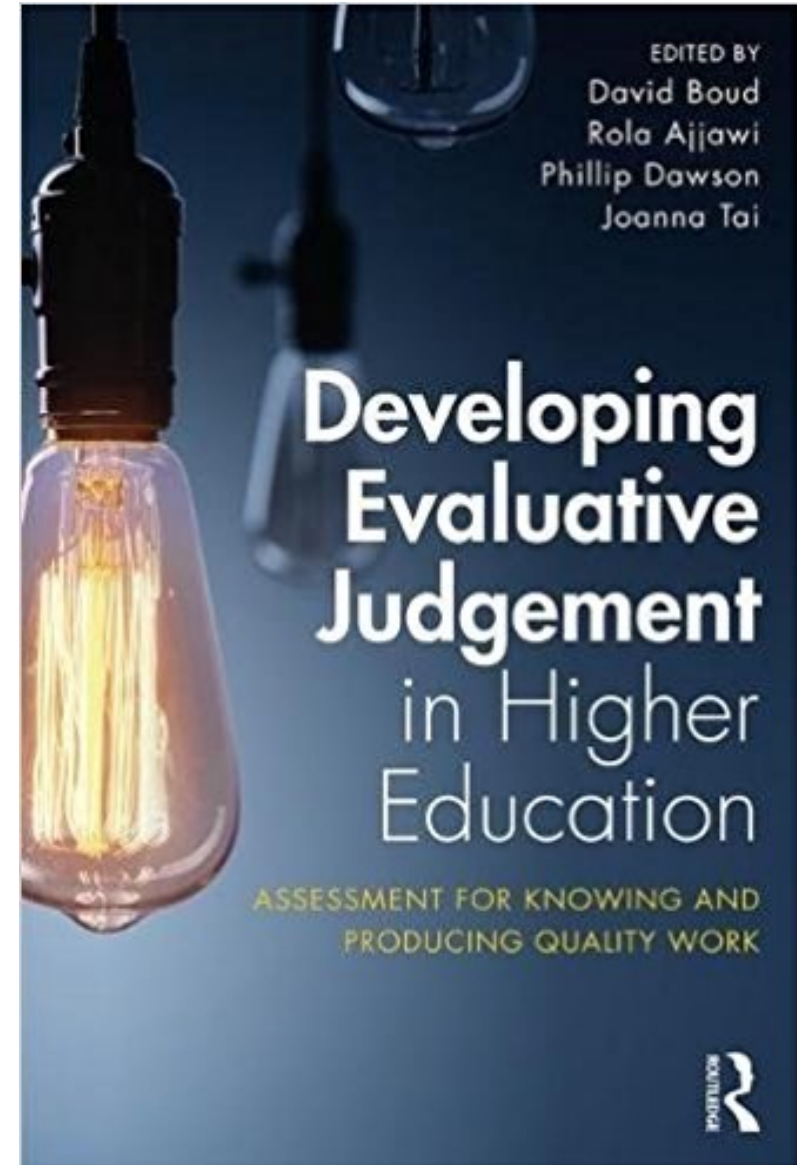
Evaluative judgement

“The capability to make decisions about the quality of work of self and others”

(Tai et al 2018)

“Evaluative judgement is the ability to critically assess a performance in relation to a predefined but not necessarily explicit standard, which entails a complex process of reflection. It has an internal application, in the form of self-evaluation, and an external application, in making decisions about the quality of others’ work.”

(Tai, Canny, Haines & Molloy 2016)



Why is evaluative judgement important?

Being able to judge the quality of one's own and others' work, is necessary for lifelong learning; sustainable assessment

(Cowan 2010, Boud & Soler 2016)

Evaluative judgement underpins students' capacity to engage in feedback conversations, through a better understanding of standards

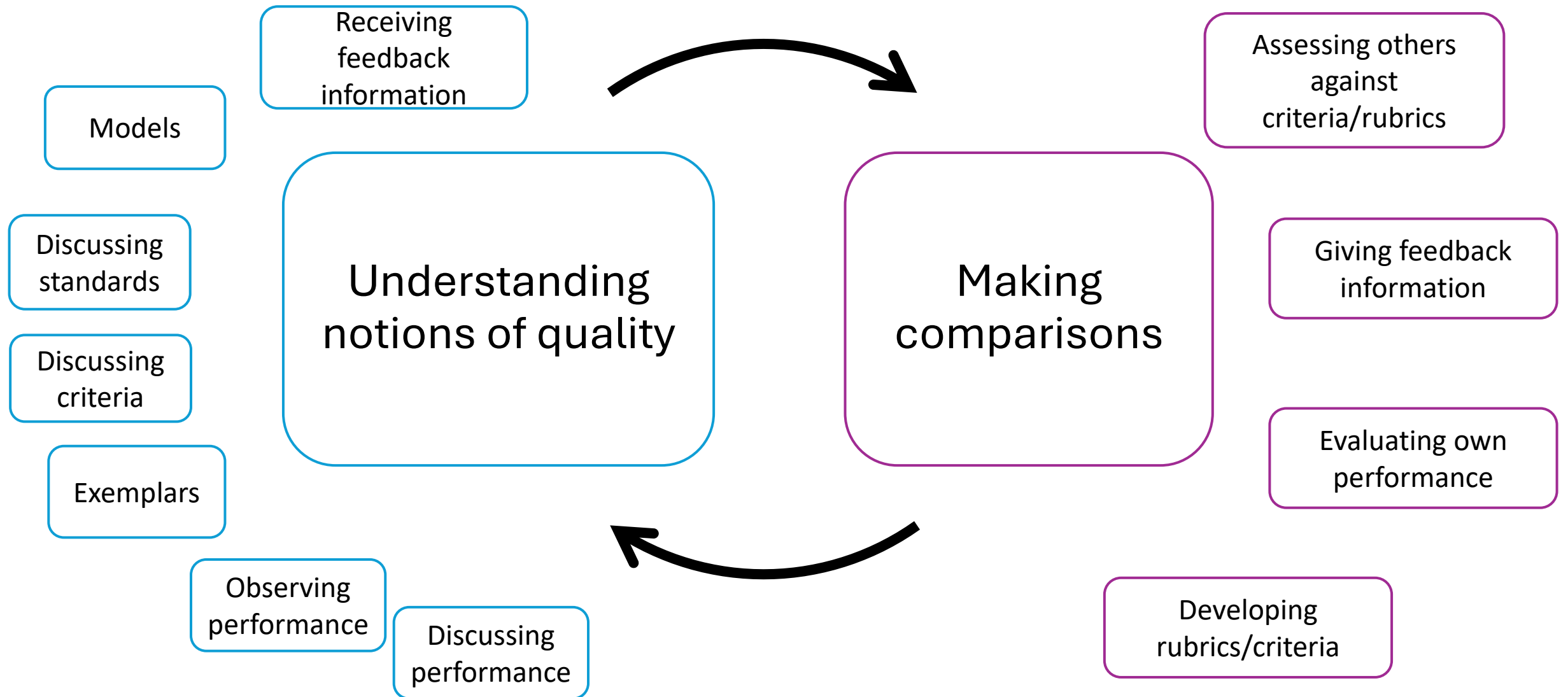
(Tai et al 2016)

Drives student learning behaviours in relation to assessment

(Fischer et al 2023)



Developing evaluative judgement through formative assessment



A hand is holding a white ceramic mug filled with coffee and latte art. The latte art features a heart shape with a leaf-like pattern inside. The mug is surrounded by other coffee cups on a grey, textured surface. One cup contains black coffee, another has a different latte art design, and there are also some smaller cups and a white lid. The image is partially cut off by a white diagonal line on the right side.

Developing evaluative judgement in WIL

Notions of quality are shared and developed by people, within contexts, so we should draw students' attention to:

- The proximity of a task context to the “real world”
- The processes and practices required in the task
- not just the outputs
- What values underpin the task

Assessment design decisions

-
- Assessments always involve compromise between important considerations
 - We frequently add to programmes: what can be taken away?

www.assessmentdecisions.org

(Bearman et al 2014)



Your turn

Task: re-designing assessment to meet stakeholders' needs

- Work in pairs or trios to select a problem of practice
- Realistic assessment design – what does it look like?
- What are your next steps? Develop a plan



Summary



Assessment in WIL

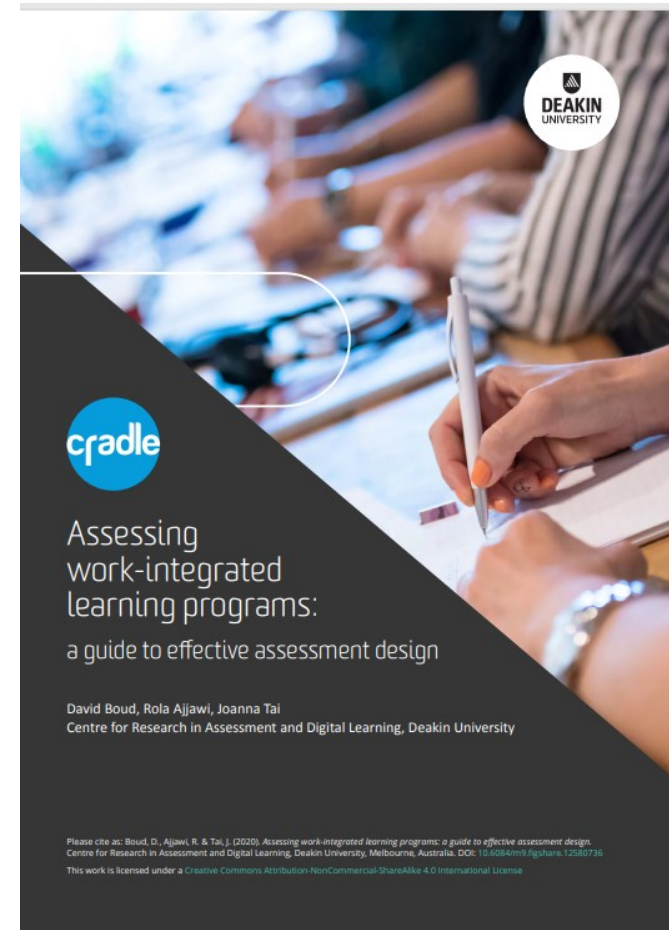
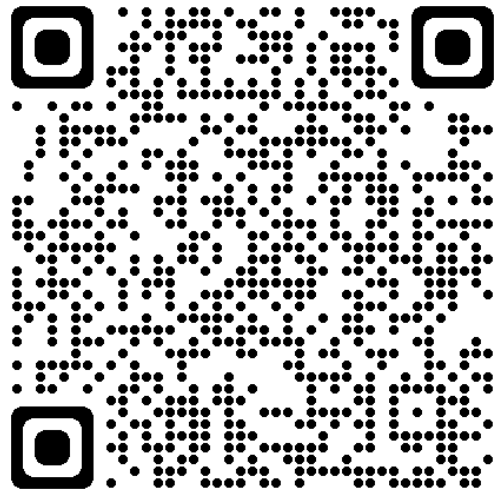
- Assessment has multiple purposes
- WIL involves many stakeholders
- Consider authenticity, inclusion, and sustainability

Objectives

- To appreciate the tensions and challenges in assessment design for WIL
- To discuss priorities in assessment design with respect to authenticity, inclusivity, and sustainability
- To identify opportunities for refining assessment design for WIL with key stakeholders

Final questions? Thoughts? Where to next?

CRADLE guide on assessing work-integrated learning



Please cite as: Boud, D., Ajjawi, R. & Tai, J. (2020). *Assessing work-integrated learning programs: a guide to effective assessment design*. Centre for Research in Assessment and Digital Learning, Deakin University, Melbourne, Australia. DOI: 10.6084/m9.figshare.12580736
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