

Faculty Assessment Practices in Response to COVID-19: opportunities for innovative futures

The Who.

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The What.

This poster visualises our D2L/ASCILITE Research project that uncovers assessment affordances compared to practices and contexts during/duo to remote delivery to guide innovative and authentic digital assessment for a COVID 'normal'.

To capture this, we explore the above as design-based research (DBR). Our poster acts as a prototyped site within this DBR which collates and uses emergent secondary data to advance both pragmatic and theoretical aims affecting practice and design interventions (Wang & Hannafin, 2005). By exploring the affordances, we are speculating on the future of assessment practices and contributing to pedagogical knowledge.

The How.

Using DBR as a practice-related methodology the group developed a collaborative, iterative method using visualisations of secondary data collected since the beginning of the COVID-19 pivot in March 2020. We have used cartographic mapping to see and notice affordances of:

- Innovative digital methods and tools occurring within publicly available data in higher education.
- Assessment literacy needs based upon data analysis of online discourse found in publications that occur within publicly available data.
- Digital Learning (via text analysis that includes pedagogies, innovation, digital, feedback, academic integrity, pandemic, pivot, remote, COVID-19, rapid, transformative) across institutions.
- Practices that enable and constrain modes of learning and assessment, and under which conditions they emerge in the higher education landscape, as prototyped in the image below (Davis, 2020).

Prototyping:

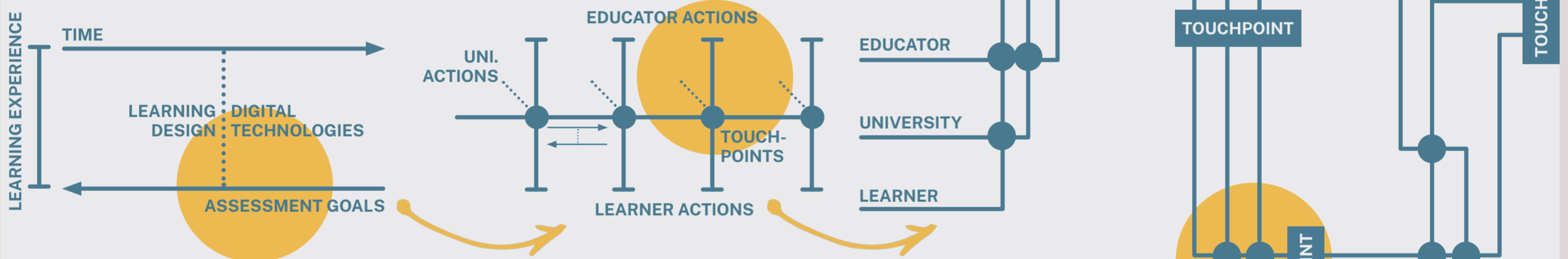
a process of iteration (i.e. draft versions) to generate deeper meaning, understanding, or potential solutions to problems.

Prototype One

Prototype Two

Prototype Three

The image below illustrates three prototyped diagrams generated to better understand what afforded interactions among learning and assessment. Each diagram was informed by the previous.



The What.
DBR and prototyping provided a digital, visual exploration of the secondary data gathered by the group.

The Why.
Prototyping offered the group a way to 'figure' through methods of discourse for practice-related meaning-making.

The How.
The prototypes offered the group a way see patterns, and to notice shifts in practice.

The So What.
Prototyping offered the group a process by which to digitally and collectively explore without disciplinary constraints.

Affordances:

properties that actively invite use (i.e. the shape of a door handle). Affordances help to enable and constrain actions and experiences.

The Why.

The project introduced prototyping and design iteration (i.e. generating drafts, versions of designs) in the DBR process. We explored prototyping to generate deeper meaning, understandings, and potential solutions to problems.

These transdisciplinary methods were sustained throughout a process of collaborative partnership between researchers as practitioners in fortnightly team meetings. The process included: (re)conceptualisation, prototyping, implementation, (re)evaluation, discussion, and dissemination. Prototyping can thus offer groups, with all their complexities, a method to "figure-out" (Grocott, 2012) as a collective.

As a collaboratory, our study was strengthened through the context-and-problem phases as we have prototyped and mapped learning touchpoints and intersections (see image above) found within the emergent issues during/duo to remote delivery.

The So What.

Supported by the award of an ASCILITE and D2L research grant, our collaboratory is developing a methodological shift through iterative thought experiments and the crafting of shared ideas through prototyping to help us notice and become attuned to affordances found within changes.

"Thought experiments are usually done in fields where it is possible to precisely define limits and rules" (Dunne & Raby, 2013, p.80). The outcome of this process does not focus on product, but finding direction in ambiguity and discomfort.

We have much to learn from each other in higher education as we reimagine transformative learning, teaching and assessment practices post-COVID. This study rethinks SoTL through DBR as a collaborative team approach with and through the discursive practice of design, speculating on what emerges in the mapping and re-mapping of data.