

Joyful assessment

Beyond high stakes testing



Jon Dron, Innovate Learning Summit, November 2020

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High stakes testing:



The Proctored, Unseen, Written Exam (PUWE, pronounced 'poo-ie')

(highly) demotivating

inefficient

risk-stifling

inauthentic

unfair

PUWEs

easily subverted

reduce persistent learning

relationship-stifling

weakly discriminating

objectivist

nurture instrumentality

So: what should assessment do?

for learning

of learning



assessment

for
students

for
teachers

for
others

All assessment should...

support and promote learning

support and promote autonomy

respect diverse learning needs

provide achievable challenge

teach how to learn

enhance and support
relatedness with others

be timely

**pedagogical
constraints**

**motivational
constraints**

be a consequence,
not the purpose of learning

be compassionate

teach teachers
(about their teaching,
about their students)

bring joy

be low stakes

never cause suffering

Assessment for credentials should...

assess authentic behaviours

**housekeeping
constraints**

be accessible to all,
without discrimination

demonstrate competence

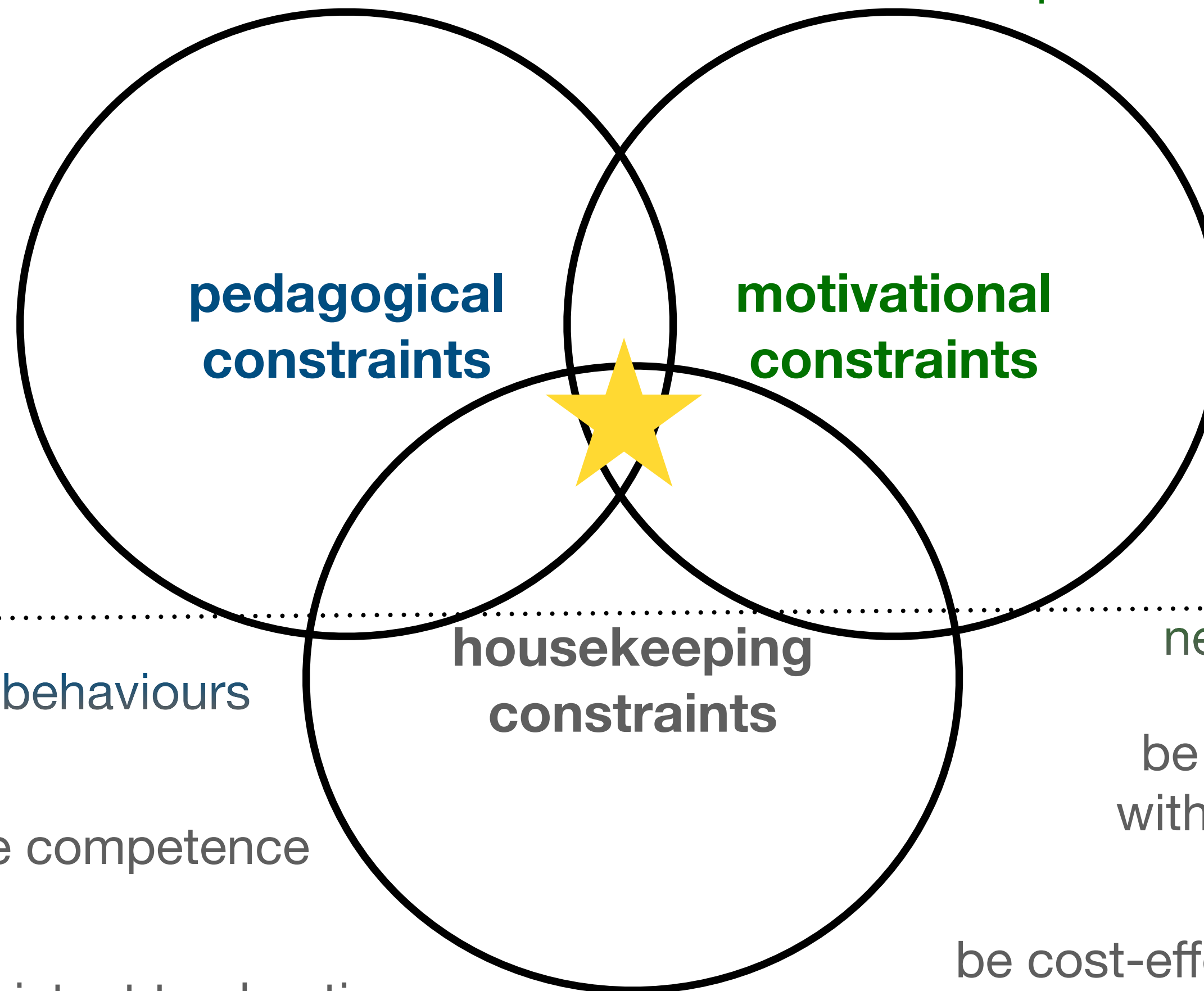
be cost-effective

be resistant to cheating

be judged by more than one person

be resistant to gaming

be fair and unbiased



AU's self-paced teaching model

Enrol any time
6 month contracts
Tutor or call-centre
support
Structured course process

Great for:

- student control
- competence support
- quality assurance
- scalability

Big issues with:

- social relatedness
- over-structured courses
- lengthy development cycles
- quality control
- managing time

as process

social

cooperative

personal

authentic

constructively aligned

portfolios and eportfolios

controllable

personal

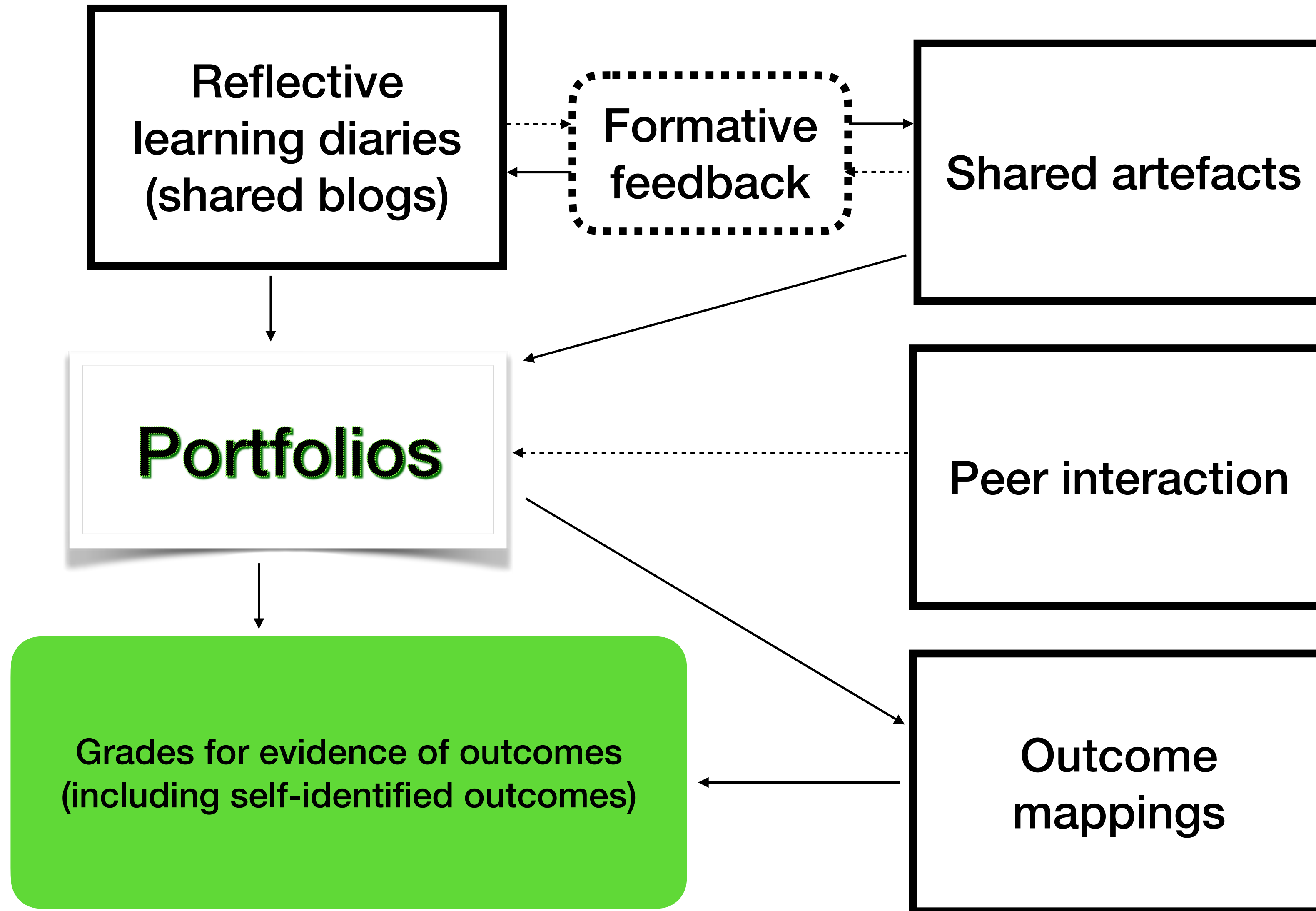
as product

comprehensive

nuanced

hard to cheat

how my assessments work



pedagogical

students as teachers, curators, role models

visible teaching/visible learning

metacognitive process

13 benefits

learner autonomy

easy marking

low stakes

cheating-resistant

safety and support

outcome harvesting

relatedness

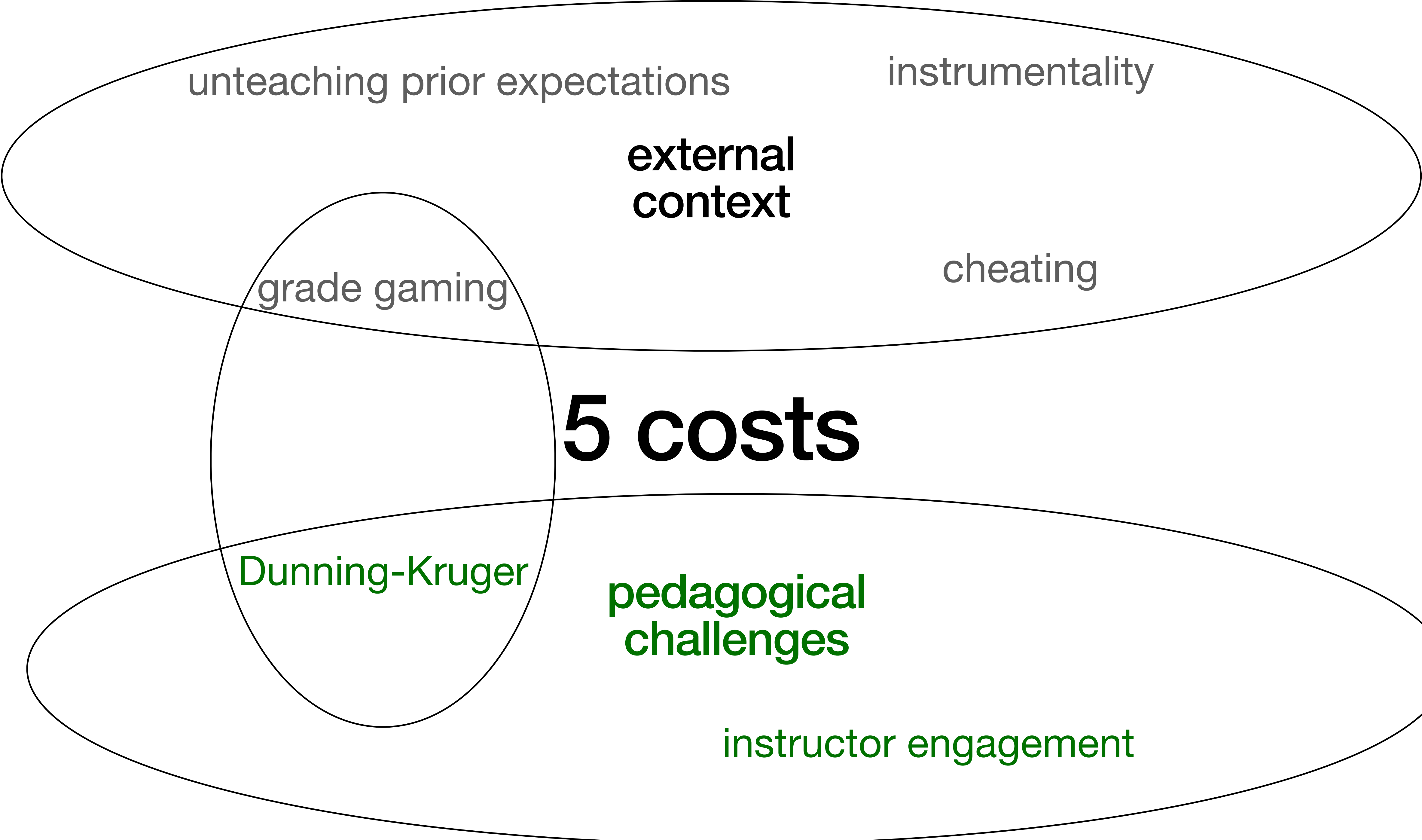
highly accountable

learner diversity

housekeeping

joyful (for all)

motivational



unteaching prior expectations

instrumentality

**external
context**

grade gaming

cheating

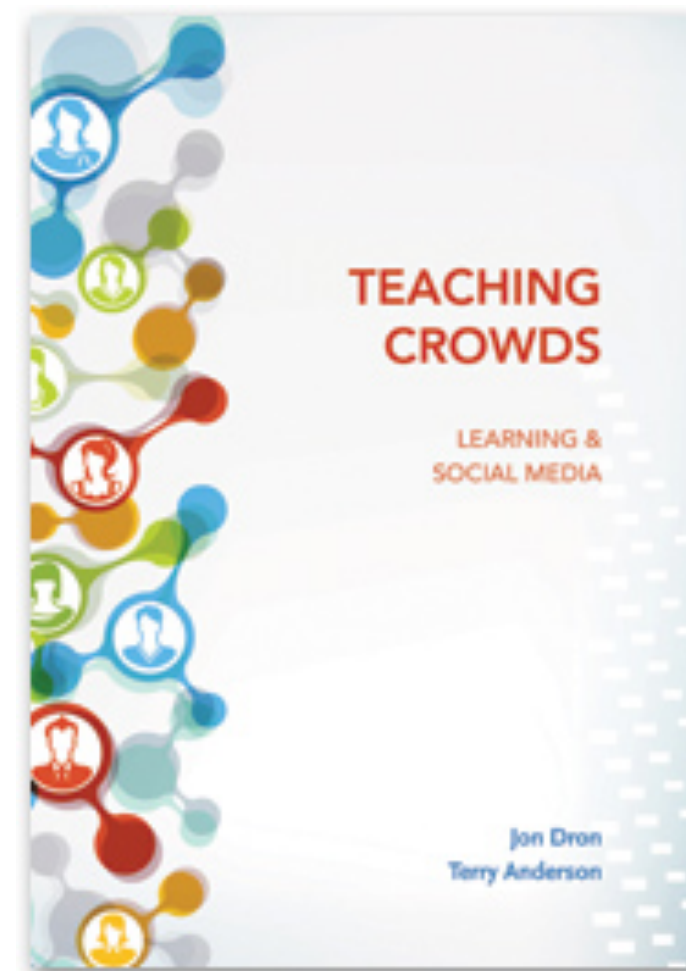
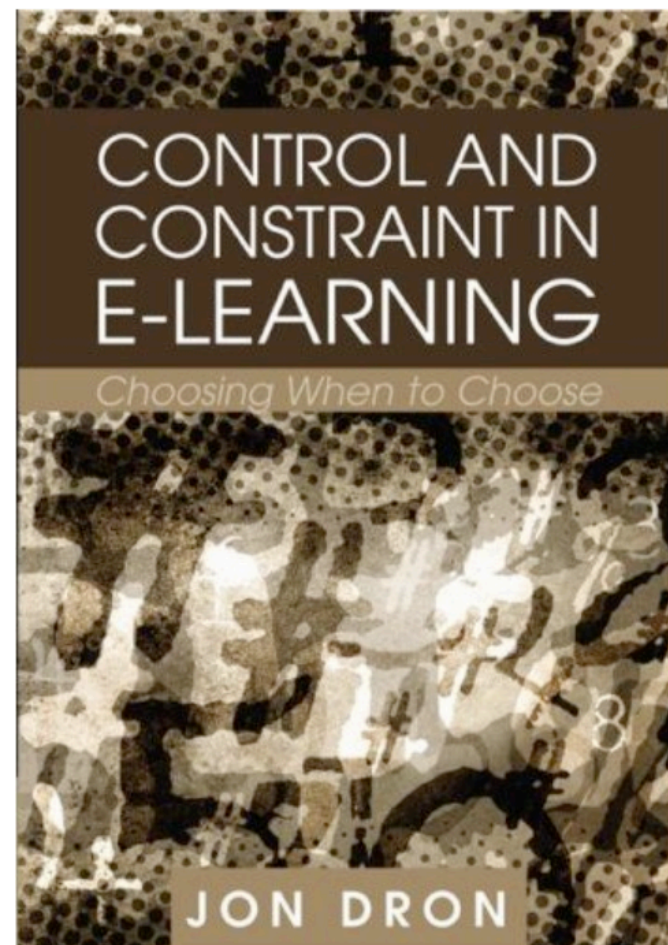
5 costs

Dunning-Kruger

**pedagogical
challenges**

instructor engagement

Thank you



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