

Broadening conception of authentic assessment

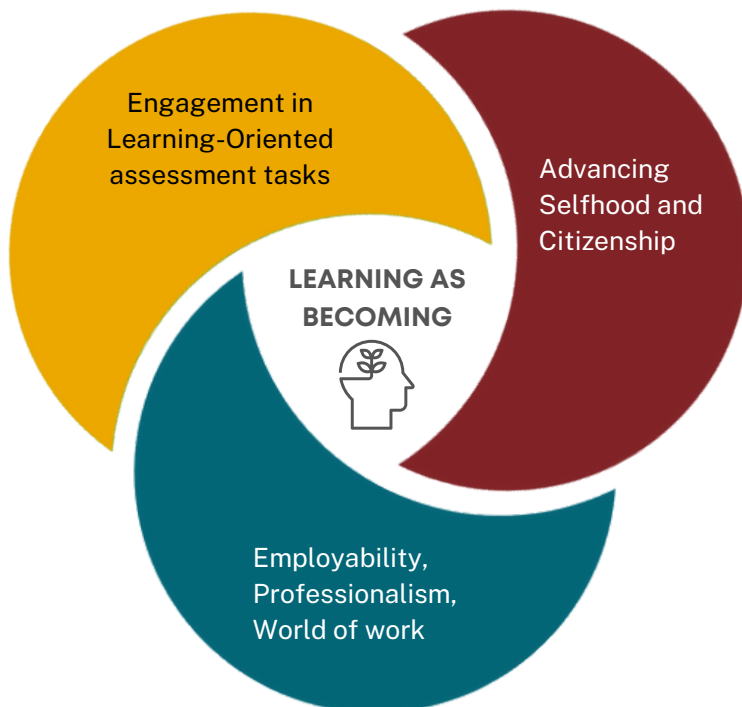
The concept of authentic assessment in higher education is broadening, to include, but also transcend, the world of work. While in the past it was largely understood as assessment which addressed 'real world' problems including by using or applying skills and knowledge (Wiggins, 1989; Lund, 1997), now our understanding of authentic assessment is much more expansive. Villarroel et al. (2018) suggest three dimensions underpin authentic assessment: realism, cognitive challenge and evaluative judgement, while Arnold builds on this to provide us with a synthesis definition:

“ — Authentic assessment is characterised by realism, cognitive challenge and evaluative judgment with relevance to self, discipline community or professional community. — ”



In turn, McArthur (2022) uses critical theory to connect authentic assessment to issues of social justice, well-being and transformative social change that enhances both individual and social well-being.

Brown and Sambell have developed a visual of the interaction between some of the elements of authentic assessment, placing 'learning as becoming' at its heart.



References:

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