

A/P Phill Dawson (Deakin University)

Reimagine assessment beyond restrictions and surveillance

During emergency remote learning it has been harder to control the circumstances students complete their assessments within, and harder to authenticate who is doing the work. There have been two main responses to these challenges. The first has been attempts to use technology to replicate the restrictions and surveillance approaches used face-to-face in an online world. These appear to have worked, to a degree, and they have provided a sort of 'security theatre' that has enabled something akin to business as usual. The second approach has been much more difficult and daring, and it has involved fundamentally reimagining what assessment needs to be and what it needs to do. This presentation explores what we have learnt from these two approaches that will continue to be useful when/if we enter a post-pandemic world.

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