



# Transformation is a Homonym: Critical Assessment in a Time of Crisis

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# Transformation

## Surface Transformation

Changing the appearance of a thing.

## Fundamental Transformation

Changing the nature or structure of a thing.

# Fundamental Transformation

- Requires a deep analysis of the structure itself
- Acknowledges the social and political forces at play
- Rejects the myth of choice



**Crisis**

## Pathology

“the turning-point of a disease for better or worse”

## Figurative

“a vitally important or decisive stage in the progress of anything; a turning-point”

“a state of affairs in which a decisive change for better or worse is imminent”

Oxford English Dictionary

# Crisis...

- Is inherently about change
- Acknowledges that the trajectory of change is not necessarily positive
- Signifies a moment or stage of vital importance

The background of the image is a close-up, high-resolution photograph of a tree trunk's cross-section. It shows distinct concentric growth rings in shades of light brown and tan. Several deep, dark cracks run through the wood, adding texture and depth. A semi-transparent white rectangular box is centered horizontally and vertically, containing the main title text.

# Fundamental Transformation & Critical Assessment



# Assessment for Whom?

- Part of a broader push to reorient “higher education’s duty to serve learning for the public good with an increased emphasis on serving the needs of the market”
- “University research and student learning have been increasingly placed within national interests associated with economic development and global market competitiveness”

Wall, Hursh, & Rodgers, 2014, p. 6

# Five Foundational Responsibilities

- Acknowledge the ethical nature of the work
- Transparent about the purpose assessment serves
- Make transparent the stakeholders
- Align methods with ethical and value commitments
- Engage in interpretation of findings

Wall, Hursh, & Rodgers, 2014

# A New Decade for Assessment

## Equity-minded Assessment Practices

- “are rooted in the same core notion of being mindful of equity and actively working to address inequities”
- are conscious of “how assessment can either feed into cycles that perpetuate inequities or can serve to bring more equity into higher education”

Montenegro & Jankowski, 2020, p. 9

# Elements of Equity-Minded Assessment

- Meaningful student involvement
- Data disaggregation, exploration, and action
- Context-specific approaches and responses
- Equity embedded in all things assessment

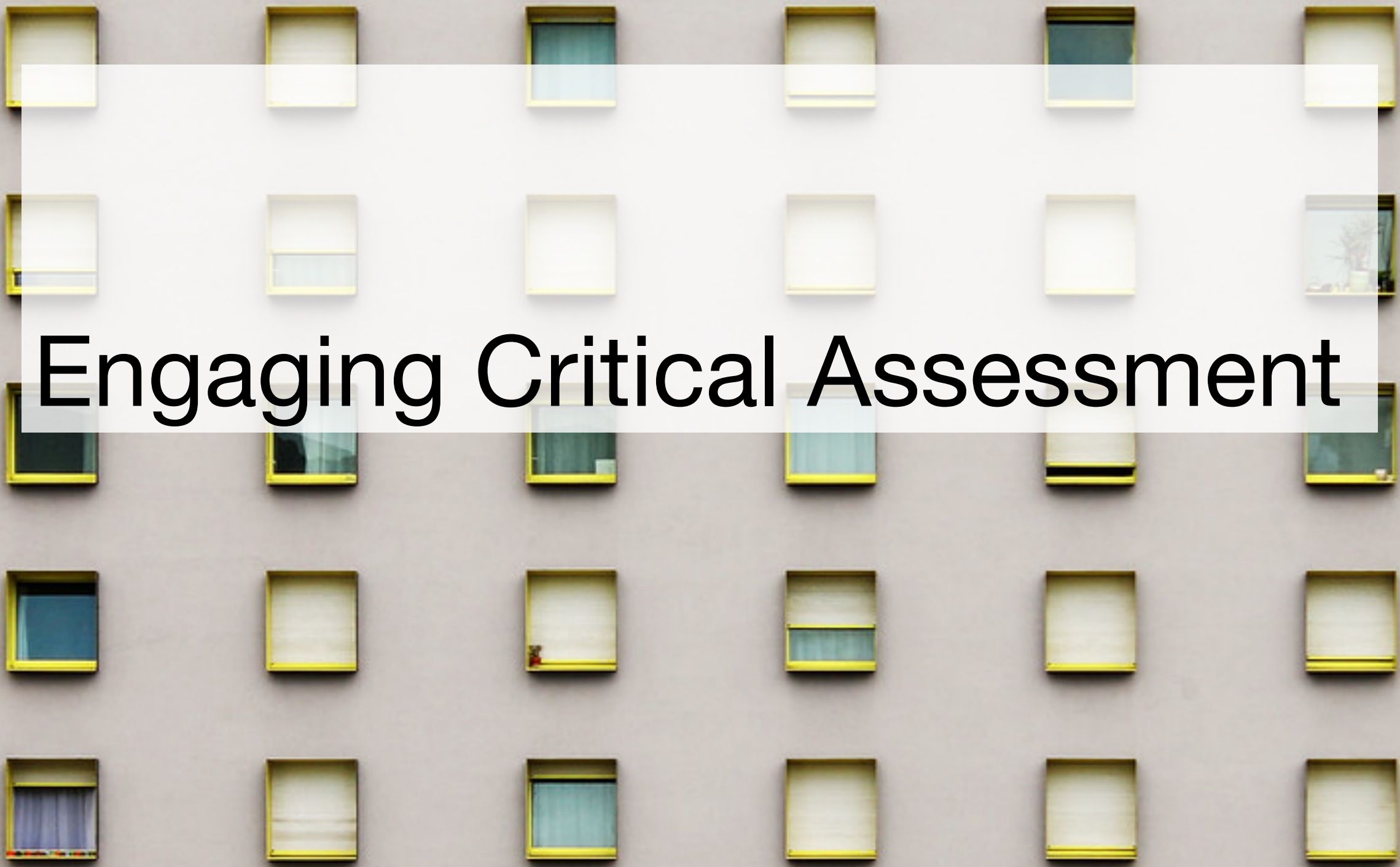
Montenegro & Jankowski, 2020



# Critical Assessment, Crisis, & Libraries

# Critical Assessment Requires...

- Interrogation of bias
- Investigation, starting from a place of discovery
- Work with and through others
- Foundation in values
- Commitment to equity and justice in analysis and enactment of this analysis



# Engaging Critical Assessment



# Reorient interpretations of value




The background of the image is a close-up photograph of a tree trunk's cross-section, showing distinct concentric growth rings in shades of brown and orange. A semi-transparent white rectangular box is centered horizontally and vertically, containing the text. The text is in a black, serif font, with the first line being larger than the second line.

# Center equity of student learning



Engage critical approaches to  
data



Build alliances and work with  
and through others



Ending/Beginning

Thank you.

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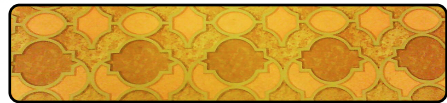
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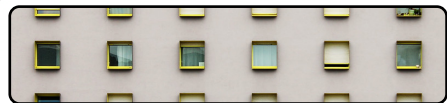
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