Rethinking assessment to support transdisciplinary student learning

Aim & Relevance

The goal of the PhD project is to develop an **assessment framework** that aligns with the core characteristics of **transdisciplinary learning**. Its unpredictability, uncertainty, boundary-crossing nature, emphasis on collaboration, and focus on actionable solutions requires a rethinking of both assessment practices and the concept of assessment quality, calling for a **paradigm shift**. With more knowledge about the **why, what and how**, it is possible to steer the learning process of the students towards the transdisciplinary learning which it aims at.

ASSESSMENT TRANSDISCIPLINARY LEARNING

Set up of the research

Educational design research is adopted as the overarching methodological approach, to answer the following question:

What design considerations can support a paradigm shift that enables educators to assess learning processes characterized by unpredictability?

To investigate this, the study draws on a combination of methods, including a literature review, semi-structured interviews, co-creation sessions, and surveys.

Questions for teachers

Are you involved in a transdisciplinary course?

✓ What are the **key challenges and opportunities** you experience when it comes to assessment of transdisciplinary learning?

✓ What **needs** do you have regarding an assessment framework for transdisciplinary learning?

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