

# Can and should assessment nurture an orientation to society and social justice?, 9 February 2021



00:20:44 mutia Alnimrat: good evening

00:26:03 hongwei Gu: hi mutia

00:26:18 kellie steinke: Hi ,all

00:26:38 Oluseyi Awe: Good day to you all.

00:26:53 mutia Alnimrat: hi

00:27:47 hongwei Gu: my question Simon is how many students show any orientation to society through their answers to assessment tasks?

00:36:20 Sherran Clarence: Do you think perhaps that it may be more common to have these almost idealistic ideas of who you can be and what you can do in 1st year before you study and get to know what is and is not likely or possible or how hard it can be to make world-changing marks on society?

00:38:03 Kanagie Naidoo: In the field of law we often get students saying that they want to obtain Law degree so that they can help make justice more accessible to the indigent communities many of them come from. They want to empower themselves and others in their community - is this a social orientation? Will assessment aligned with disciplinary knowledge assist the student to achieve this?

00:38:19 Simon Marginson: Thank you for your questions Sherran and Hongwei. You will begin our discussion. Folks now is the time to bring forward your questions for Jan. Join the Q&A. First come first heard!

00:40:49 Thomas Godfrey-Faussett: Do you think that because assessment is understood as making measurements of/about individuals it engenders an individualistic understanding of the purpose of education?

00:42:18 Lara Lalemi: Do you think the curriculum content and representation within the curriculum will help students relate to subjects and the social element of the research? How do we include students more in course creating and reforming?

00:42:18 Ingrid Baigrie: So does social justice stop at the edge of human society, what about our relationship to other sentient beings and our responsibilities as custodians of the earth for the benefit of all sentient beings?

00:42:41 Soyoung Lee: I was wondering if expecting students to be more socially oriented as they go through their degrees implies that we are ignoring student agency in some way?

00:42:45 Amy Smith: Hi all - my question is how much do you think competitive culture links to social orientation in assessment? Do you think that overly competitive environments in higher education lead students to disregard social orientation in their assessments?

00:43:56 Nicola Pallitt: Shouldn't a programme be fostering a social justice agenda rather than relying on assessment to do all the work - hidden curriculum and structures that work against this?

00:45:05 Elisa Brewis: Thank you for the excellent presentation. Did you notice any differences among the 3 case study countries in the socio-cultural/economic pressures that form 'obstacles' to assessment for social justice? (e.g. funding system and pressure for graduates to earn after uni, exam-oriented culture, lack of shared institutional mission and shared teaching/learning philosophy). Thank you. (I can't join by video today, sorry)

00:46:06 Sherran Clarence: That's excellent!

00:46:26 Sherran Clarence: Really important to then draw that into curriculum design and assessment, and also supervision.

00:51:53 Karin Wolff: Just a comment: The irony is that a key 'Exit Level Outcome' in engineering is "Demonstrate critical awareness of the impact of engineering activity on the social, industrial and physical environment." Since ELOs are assessed, one would think there would be a meaningful integration of 'critical awareness' in the context of the social in engineering programmes. I rarely see evidence of this.

00:53:35 Nicola Pallitt: Interesting point Karin, so misalignment between programme aims and assessment

00:55:32 Zach Spire: Super interesting work and the clarity is brilliant. I wonder, can students actually choose how they contribute to society in this critical theory framework? Critical theory is being hoisted up as a means to extrapolate attention and intentions of institutions, departments and students. Students, as you note, cannot disarticulate themselves from their social context, but that precedes their participation in HE and an HEI. Therefore, is it not really about how their institutions orient their actions/activities/outcomes (including what assessment (periodic/summative) signals (from an institutional perspective) as important for the institution, students and the society? In a way our HEIs magnify attributes they believe are vital to being a student, to citizenship to being a member of society....and how this works towards how institutions define students, students' contributions and roles/positions within institutions and society more generally?

00:56:50 mutia Alnimrat: thank you

00:57:33 Retha Knoetze: Do you think that pedagogic approaches in humanities disciplines might be a useful place to look for approaches that could assist STEM students in developing a social justice orientation?

01:00:00 mutia Alnimrat: I think., if students share in the activities done by the institution ,they have the courage to participate in the society orientations.

01:01:23 Hina Suleman: Education is changing for academics working in universities in the 21stC and adopting progressive pedagogical approaches to Ed. adds values in ways that helps deliver maximum impact for learners

01:03:28 Nicola Pallitt: Thanks Jan:)

01:04:08 Nicola Pallitt: Thanks for clarifying Margaret

01:04:26 mutia Alnimrat: thanks

01:05:31 Jenny Clarence-Fincham: I need to leave now - thanks so much for a great session

01:06:49 CGHE Webinars: Thank you all for attending today. A recording of this session will be on the CGHE website tomorrow morning:  
<https://www.researchcghe.org/events/cghe-seminar/can-and-should-assessment-nurture-an-orientation-to-society-and-social-justice/>

01:07:26 Renee Smit: In a professional degree such as chemical engineering there are specific assessment requirements by accreditation bodies to assess specifically for an awareness of the impact of engineering on society. This is often, however, not assessed typically in highly conceptual technical courses

01:07:50 hongwei Gu: thank you Jan for this interesting talk.

01:07:58 mutia Alnimrat: thank you

01:07:59 CGHE Webinars: Our next webinar will be on Thursday, 'Universities and research in Australia in the Covid-19 crisis: Is down under going under?'. You can register here: <https://www.researchcghe.org/events/cghe-seminar/universities-and-research-in-australia-in-the-covid-19-crisis-is-down-under-going-under/>

01:09:02 CGHE Webinars: To read our latest research and hear about our upcoming webinars, you can sign-up for the CGHE mailing list here:  
<https://researchcghe.us12.list-manage.com/subscribe?u=16ff8239ab5aa3c8d4f636725&id=1cadde4c55>

01:12:16 Kayleigh Rosewell: I am very sorry to have to go, I am actually about to do some interviews for the project! Thank you for presenting our work so well Jan, and for all of the interesting questions from everyone!

01:14:25 Daniel O'Brien: Although this may not intersect with this research, looking specifically at the "M" of STEM, mathematicians are sometimes regarded to be among the most socially detached academics. Whilst Critical Mathematics Education exists

and is being developed, it tends to centre on primary and secondary curricula, were specialism and especially research are not as apparent. Given the extreme abstraction of the specialised versions of the subject, can assessment of mathematicians in HEIs orient them toward social justice as well as it can in other subjects?

01:14:54 Sherran Clarence: Thank you so much to Jan, Mags, Nicole and Kayleigh for such an interesting paper. I am sorry I have to go - I look forward to reading the paper (papers) you are working on!

01:15:34 kellie steinke: apologies that I must leave now. Thank you for a thought provoking discussion.

01:16:10 Hajierah Davids: thank you for an very interesting talk! Apologies, I need to leave as well

01:16:44 Lynn Quinn: Great presentation and engagement. Thank you.

01:18:45 Kanagie Naidoo: Thank you for an informative discussion.

01:21:43 Trif Victorița: Thank you!

01:21:43 Zach Spire: Many thanks colleagues. A great presentation and discussion.

01:21:57 Paul Ashwin: And all brought together in a monograph!

01:22:03 Lara Lalemi: Brilliant talk honestly great!!1

01:22:04 Elisa Brewis: We certainly look forward to that forthcoming research! Thank you to the whole team

01:22:14 Lynn Quinn: We look forward to that, Paul.

01:22:18 Susan Giloi: Thank you great work

01:22:35 nehemiah Latolla: Thank you for this presentation!

01:22:50 Amy Smith: Thanks all! Really enjoyed the discussion

01:22:53 Retha Knoetze: Thank you very much! A very interesting presentation and great engagement with questions!

01:22:57 Hina Suleman: Thank you all!

01:23:08 Neil Kramm: Thank you for an interesting presentation looking forward to reading

01:23:36 Esther Ramani: Thank you! Lovely talk and great engagement!