

Assessment & Critical Praxis Roundtable Discussion

Session Description: Are critical assessment practices possible? Is the role of assessment fundamentally at odds with critical library pedagogy? Assessing both instructor performance and student learning can rationalize academic programs or services, demonstrate student learning, measure teacher performance accountability, or provide feedback on the efficacy of instruction. In today's neoliberal higher education landscape this is often reflected through "value" and "return on investment." Given the fraught purposes of assessment in higher education, what would critical assessment look like in practice? This roundtable will ask participants to discuss the tension and propose assessment methods that are congruent with a critical pedagogy perspective.

Questions asked during roundtable discussion:

- What are people's current assessment practices? How do those differ or correspond to your institution's assessment practices?
- What would we do differently if assessment was no object? How much of our instructional design and pedagogical choices are influenced by assessment requirements?
- What would a critical assessment praxis look like? How would assessment be designed and used in this model? How can we mediate/transform/resist non-critical assessment practices?
- How can assessment help us to become more critical educators? What would a critical assessment design look like to reflect on our own practices and pedagogies?

Bibliography for future reading:

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