

1. Title

**What COVID Forced Me to (Un)Learn About Student Assessment**

2. Scholarly Area:

(1) Student learning,

(2) Professional development

3. Format:

Oral paper

4. Proposal:

Epistemic cognition of lecturers is relevant, not only for what they teach, but also how they assess. The 3R framework suggests that reflection, reflexivity and resolved action enhances the epistemic cognition of the teacher, to the benefit of those being taught.

Schoen's notion of "reflective practitioners" refers to educators who operate in a "knowledge in action" mode, whereby they reflect upon their pedagogical content knowledge and teaching routines (Feucht, Brownlee and Schraw, 2019). As lecturers in the higher education sector, we are often appointed on the basis of our disciplinary expertise (scholarship in the content of our disciplines) - reflecting on our disciplinary knowledge, is second nature, with most academic departments having regular curriculum reviews and external departmental reviews. The "what" we are teaching, is constantly being scrutinised and reflected on. However, our "teaching routines", the "how", tends to receive less attention, both on a departmental and personal level.

The aim my paper is to reflect on how lecturing in a familiar structure, which includes our reliance on face-to-face assessments, may have the unintended consequence of stunting our reflexivity when it comes to student assessment. I also argue that the COVID-19 pandemic and resultant switch to online/remote teaching, presented what Schoen (as cited in Feucht et al., 2019) referred to as an "unexpected teaching situation", which impacted on both teaching (mode of delivery) and assessment.

Schoen's cycle of an unexpected teaching situation includes: (a) a surprise/an unexpected outcome or event; (b) a moment of stop-and-think; (c) an exploration and/or experimentation of alternatives on the spot; and (d) an adjustment of pedagogical content knowledge and daily routine, the knowledge-in-action mode, a "reflective conversation with the situation". Schoen (as cited in Feucht et al., 1992).

COVID – emergency teaching, unsettled various aspects of lecturers’ daily routines, as well as the resources they commonly draw on when teaching and assessing students. The familiar organisation and technology of the educational process was disrupted, assessment in particular (the focus of my presentation). I conclude that being forced to assess students under uncontrolled (“un”invigilated) conditions, invoked an initial cognitive reaction, a practical implementation of a “solution”, and subsequent reflexivity.

*Keywords: Assessment, reflection, reflexivity, meta-cognition, tertiary education.*

5. Questions:

- 1) What challenges do “uncontrolled” assessments pose?
- 2) Have traditional assessment settings made us lazy/complacent?
- 3) Does a more personalised assessment have ethical implications?