

Access to displaying knowledge during assessment – a matter of sustainability

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Success to access tests, predestinates access to success in various ways for students. Success to learn and to progress in further education, among other. A challenge for teachers and researchers in the field is to afford all students access to display knowledge. This connects to sustainability in the assessment situation for all, and not only those who already have access.

Research topic

Education of today is highly driven by assessment in different forms. The emphasis on and understanding of knowledge as something that needs to be visual or seen in order to count, is core in this (Bagger, Roos & Engval, 2020). For some students, the displaying of knowledge is a struggle. An urgent task for the teachers to manage is therefore to support students in making their knowledge visual and thereby possible to assess. Access is through this, a matter of sustainability in the context of assessment. This proposal aims at discussing what sustainable assessment is, from a special educational perspective. With sustainable assessment I draw on Bound (2000) and refer to assessment that provides the student the means to both access the test situation and visualize their knowledge, but also stretches beyond the immediate assessment situation. This could for example mean that the situation helps the student to learn test taking strategies that are sustainable now and in future situations of assessment, and that the student is comfortable with being assessed.

Theoretical framework

The data used to exemplify and explore this topic, consists of moments of assessment, seen from the experience of teachers who work with students with disabilities. The theory used is the philosophical work of Bornemark (2018a, 2018b) and her writing of intellectus and ratio. I will also display how concepts regarding the assessment of knowledge and learning for students with disabilities are colonialized and how concept imperialism has taken place. Also, the concept of "förpappning" of caring practices will be used. For students with disabilities participation and the caring part of education is important. Förpappning means that activities and thoughts are put down on documents and the ratio practice is over used, whilst other important aspects that is accessible in the intellectus practice, remains cloaked.

Material and expected findings

Results from this exploration displays challenges and opportunities that the teachers face in moments of assessment. The role of adaptations in order for both the teacher and student to have access to the students knowledge and the assessment procedure is highlighted. Finally, I conclude how the social epistemology works with the practice of intellectus and ratio and how these affects the possibilities to promote sustainable assessment.

Relevance to the Nordic educational research

The neoliberal logic in schooling and the testing regime of childhood is prevalent in the Nordic school systems, although at different degrees. I claim that this affects students with disabilities, especially if their particular needs of adaptations are not fulfilled. In addition, there is a risk that their knowledge is not considered as important in the comparative discourse with high emphasis on test results as valuable when quality of countries and schools is assessed.

References

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