

Flexing authentic assessment for and of learning via technology-enhanced learning and emergency remote teaching

ABSTRACT:

The unprecedented and emergent disruptions of the (CoVid-19) pandemic signal proactive and more profound adaptations to and for authentic learning. The context in which assessment is currently understood is drawn from immediacy and responsiveness that challenge the ideals of equity and inclusion. Although technological and social disparities abound, nevertheless, the use of multi-modal teaching and learning materials underpins a range of assessment modalities from print to digital devices—all of which in combination are adaptive and evolutionary outgrowths of technology-enhanced learning (TEL) and emergency remote teaching (ERT). Authentic assessment foregrounds the teacher's non-marginalized perspective of active engagement and self-scrutiny which are by nature self-initiated and more often than not described as fragmented and uninformed assessment-related practices. This paper accedes and positions the urgency of a collaborative investigation, demanding evidence-based and systemic analyses circumventing how coherent, pragmatic, and equitable are the prevailing students learning assessments and how the adaptive use of multiple forms of digital pedagogies facilitates the cultivation of refractive thinking. Supposedly imbued with inclusive orientation, teachers are expected to pursue their new normal ways of proceeding the desired learning targets in a shared atmosphere of constructs and norms. In the 'new normal' era, TEL and ERT permeate the very core of teaching and learning, signalling that a non-linearized assessment for and of learning is an inevitable pathway toward a more resilient and responsive instructional interface.