

Transforming Assessment

Evolving Practices for Climate Justice in Creative Education

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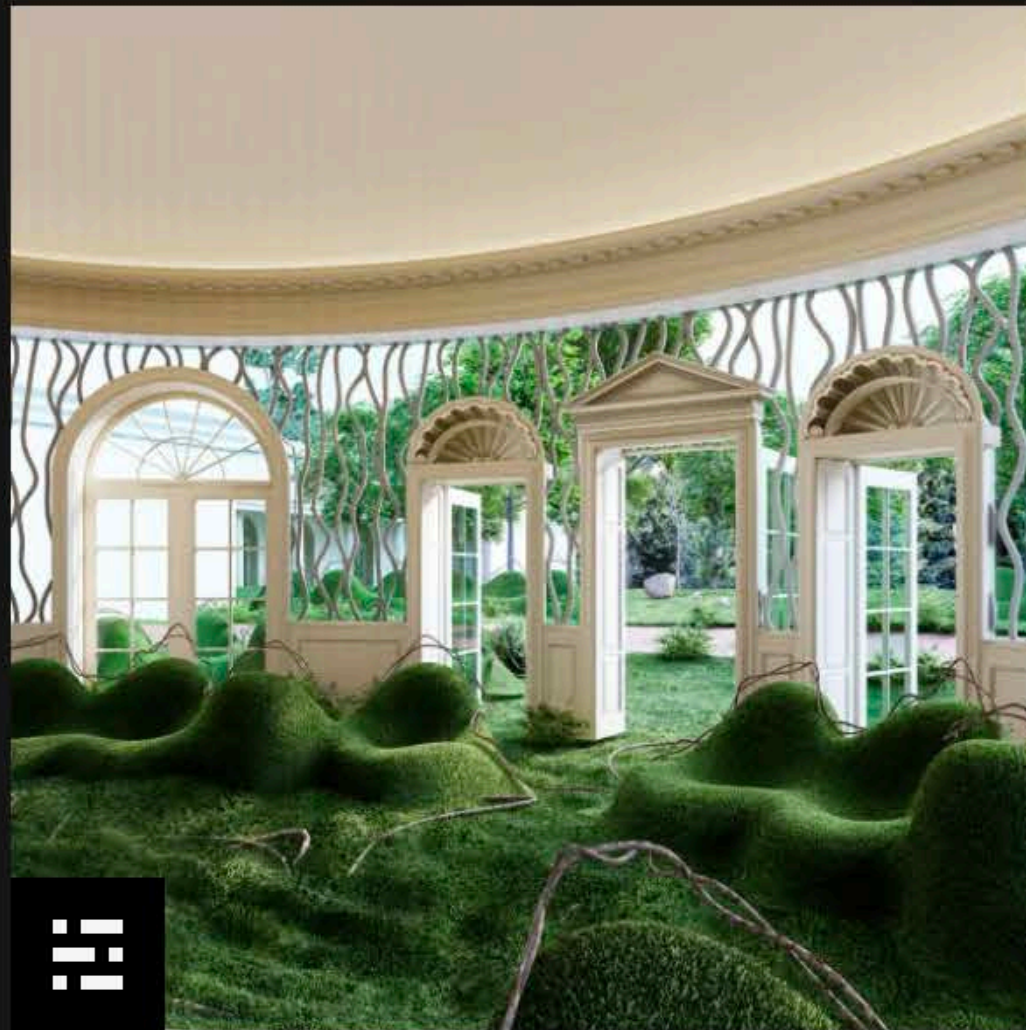
Context and challenge



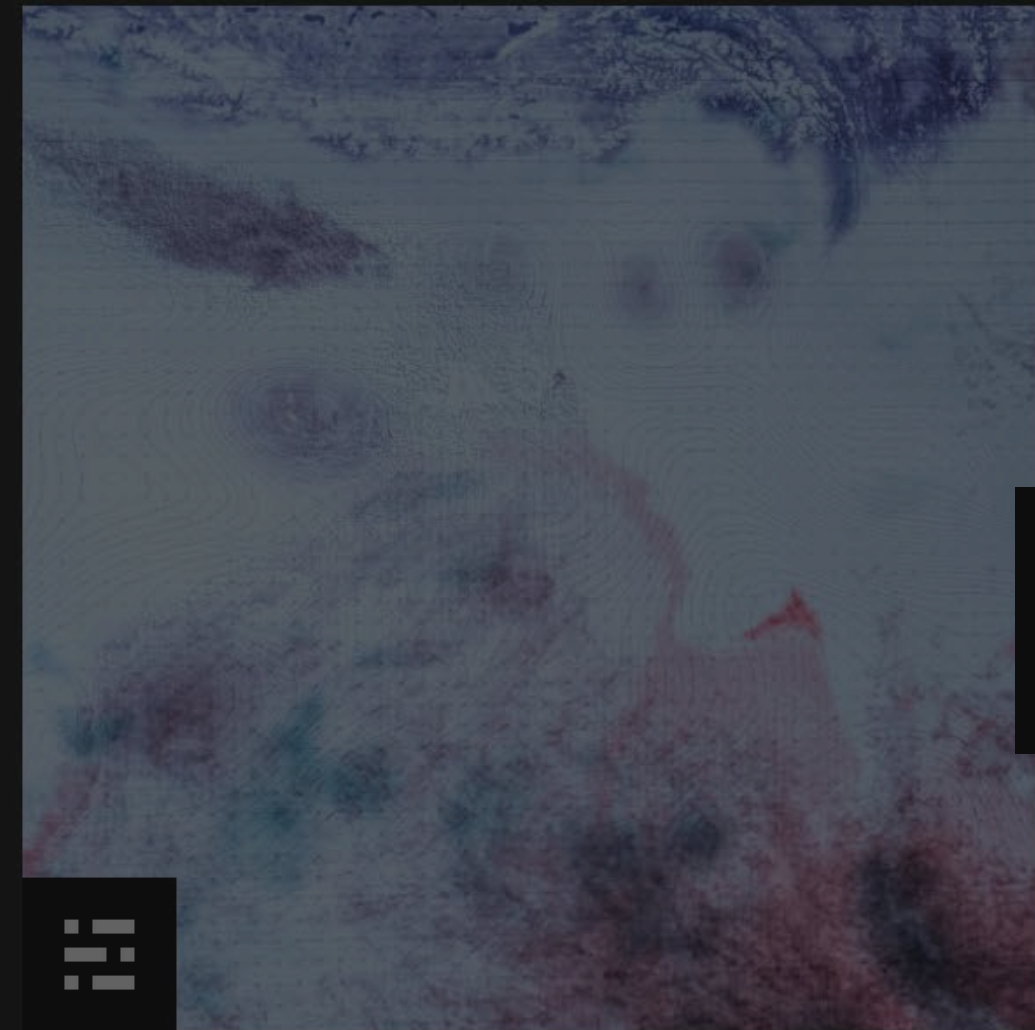
Climate

ual:

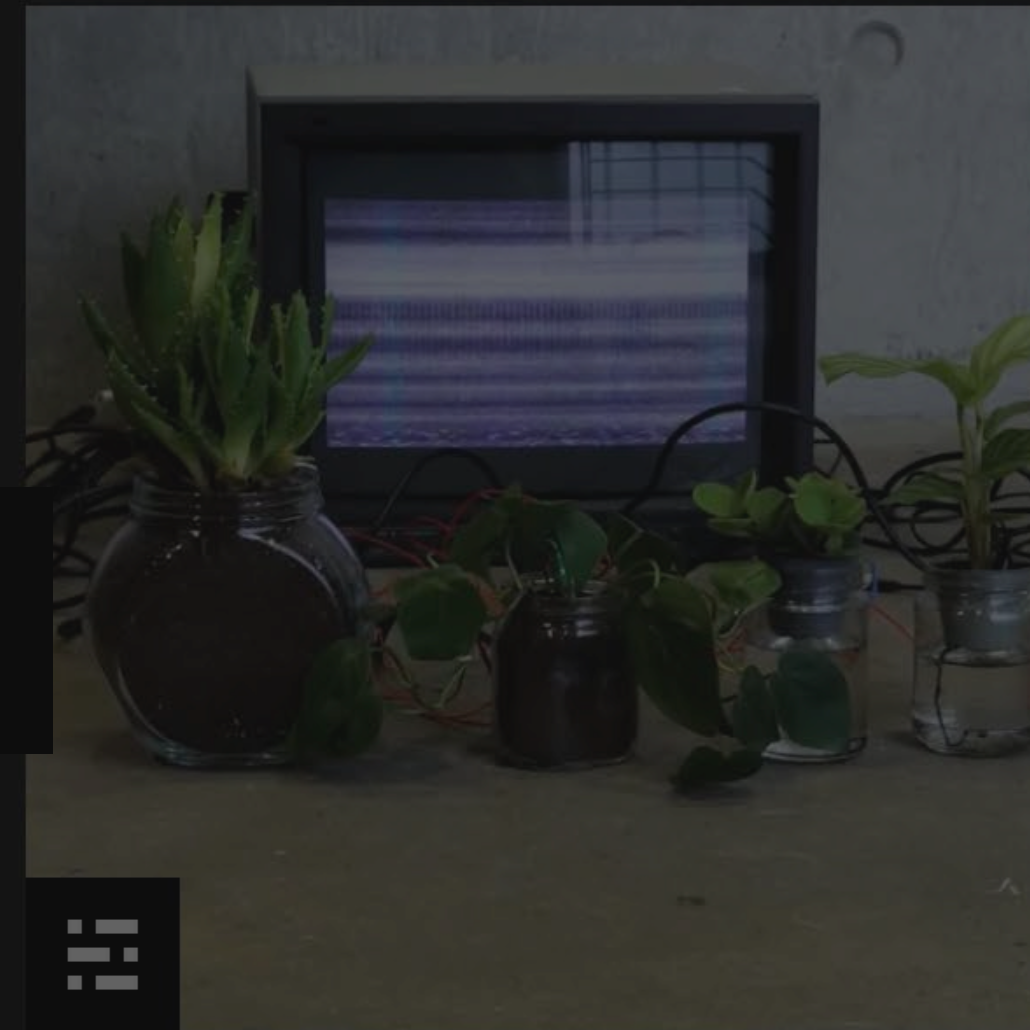
Four action areas



Change the way we teach



Change the way we
research and exchange
knowledge



Change the way we
operate



Climate Emergency
Network: Changing the
way we work together



Creative Curriculum



Student working in studio, 2022, Central Saint Martins, UAL | Photograph: Ana Blumenkron

Curriculum Challenges

Integration

Scientific and justice-based knowledge with creative practice

Trott et al., 2023;
Waldron et al., 2019;
Kinol et al., 2023

Interdisciplinarity

Combining knowledges across disciplinary boundaries

Jacobson, Seavey and Mueller, 2016;
McCowan, 2023

Empowerment

Fostering agency, empathy, and hope amid complex, daunting issues

Magrane, 2024;
Bartlett et al., 2022;
Mcgregor & Christie, 2021;
Rolleston et al., 2023

Expectations

Addressing high student demand for meaningful, action-oriented education

Rolleston et al., 2023

Creative Assessment



Student preparing for an exhibition, 2020 BA Graphic Communication Design, Central Saint Martins, UAL | Photograph: Alys Tomlinson

Assessment Challenges

Integration

Blending social, ethical, and political content with creative practice

Magrane, 2024;
McCowan, 2023

Subjectivity

Lack of clear, standardised criteria for creative and imaginative work

Magrane, 2024;
Akhan, Çiçek and Kocaağa, 2022

Diversity

Navigating and assessing diverse perspectives and ethical considerations

McCowan, 2023;
Molthan-Hill et al., 2019

Institutional strategy

The background of the slide features three overlapping circles in a dark green color against a solid black background. The circles are arranged in a way that they overlap each other, with the largest circle positioned towards the right and slightly lower, and two smaller circles overlapping it and each other. The text 'Institutional strategy' is written in a bold, white, sans-serif font in the upper left corner.

5 Principles

What are we doing?

Define and guide
the work across the
institution

Framework

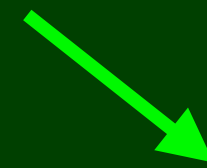
How do we do it?

Supports the embedding
of principles in course
handbooks through QA
processes

Audit

How do we know?

Captures embedding and
positions courses on the
framework



Framework

Scales of Transformation

	Creative Teaching	Curriculum as such	Learning outcomes
Awareness	Learning about...	Knowing	Descriptive
Ideation	Learning for...	Doing	Integrative
Shift	Learning as...	Being	Critical
	D.Williams et al (2018)	Barnett and Coates (2005)	Weller (2016)

Framework

Embedding principles

	awareness	ideation	shift
Principles are...	about	for	as
Contextualised in the handbook			
Part of a unit or elective			
Assessed in at least one unit			
Assessed in at least one unit at each level			
Part of the course aims and objectives			

Framework

Role of assessment

	awareness	ideation	shift
Principles are...			
Contextualised in the handbook			
Part of a unit or elective			
Assessed in at least one unit			
Assessed in at least one unit at each level			
Part of the course aims and objectives			

where



how

Approach



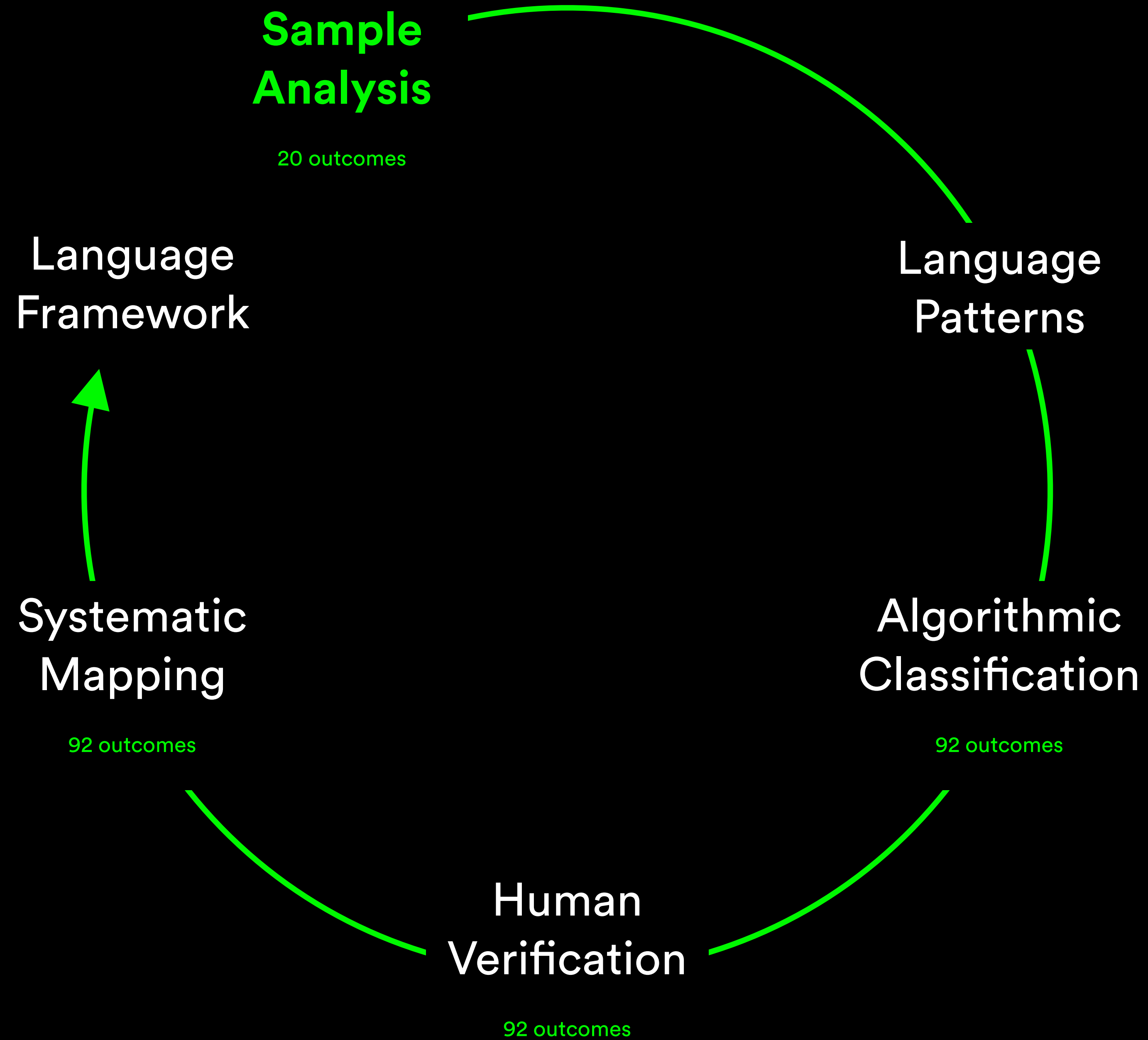
How are educators designing learning outcomes for climate justice learning, and what can these practices teach us?



1
college

67
units

92
outcomes

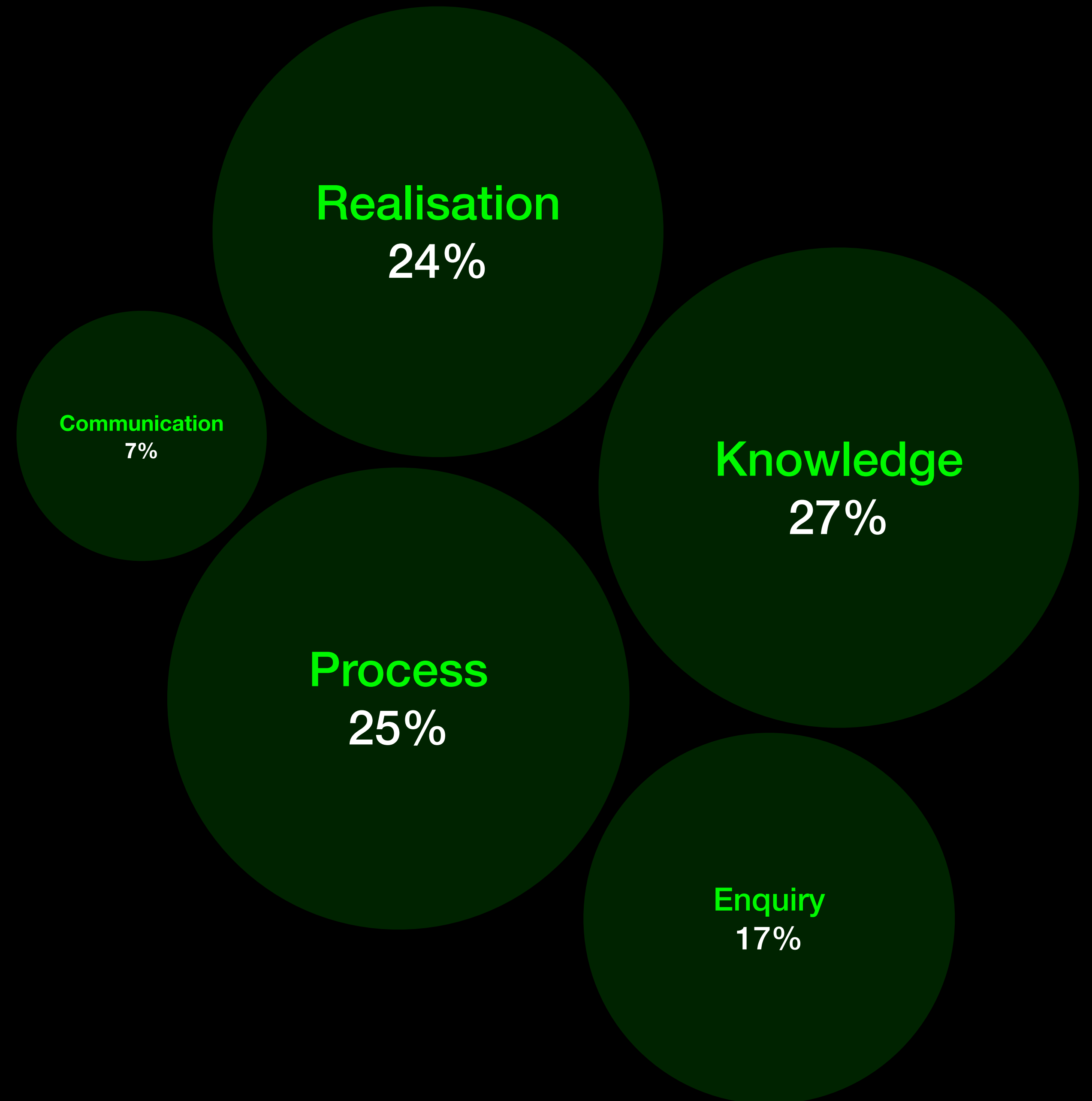


Analysis

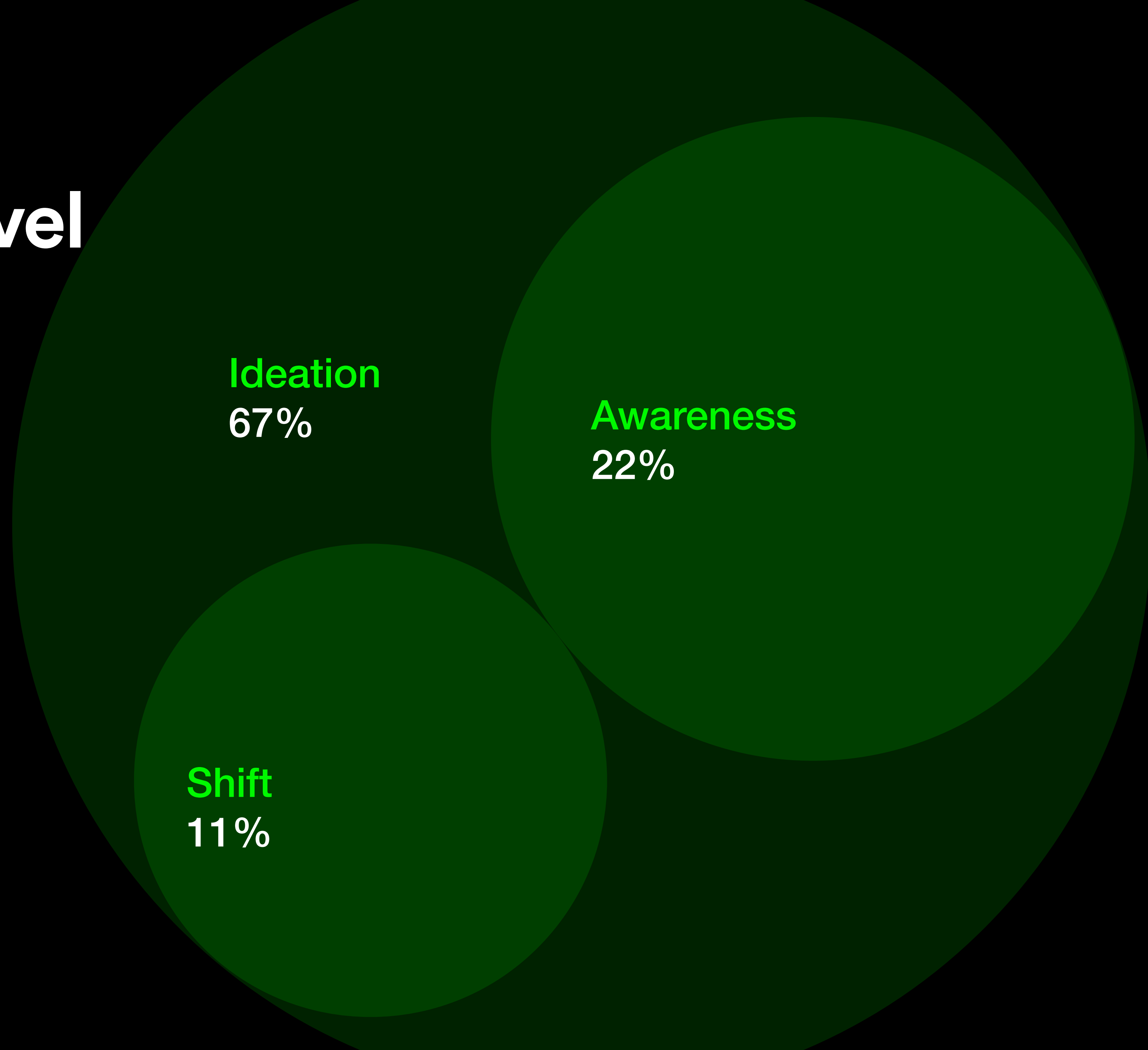


Analysis

Assessment criteria



Analysis Transformation level



Analysis

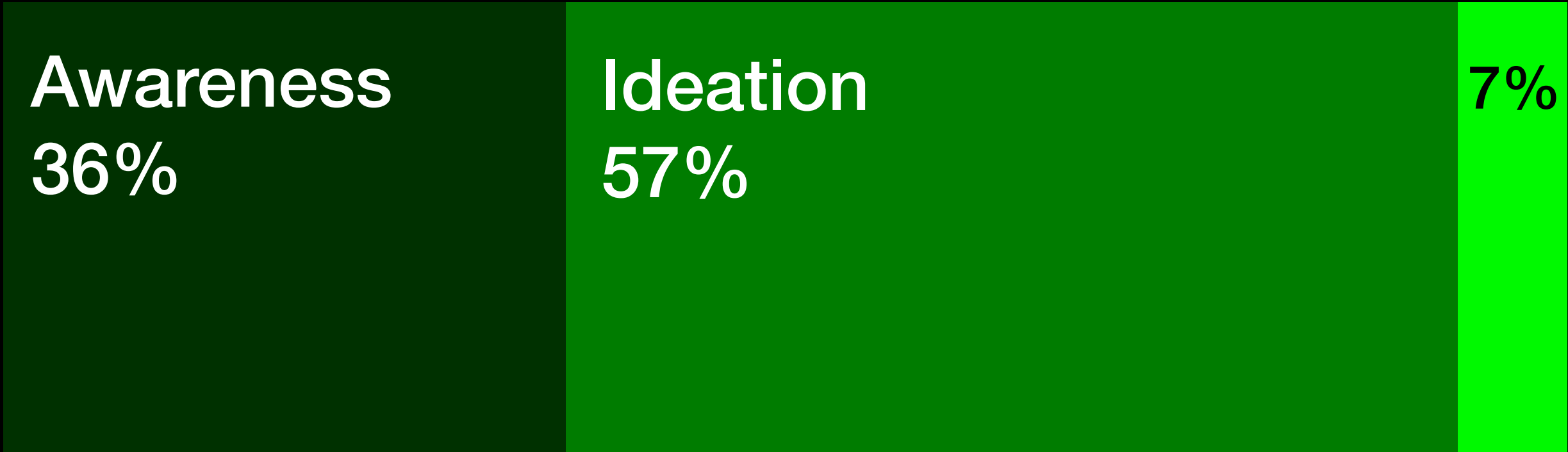
Criteria + Transformation

	Awareness	Ideation	Shift
Knowledge	32%	35%	0%
Enquiry	32%	13%	9%
Process	5%	29%	45%
Communication	14%	2%	9%
Realisation	18%	21%	36%

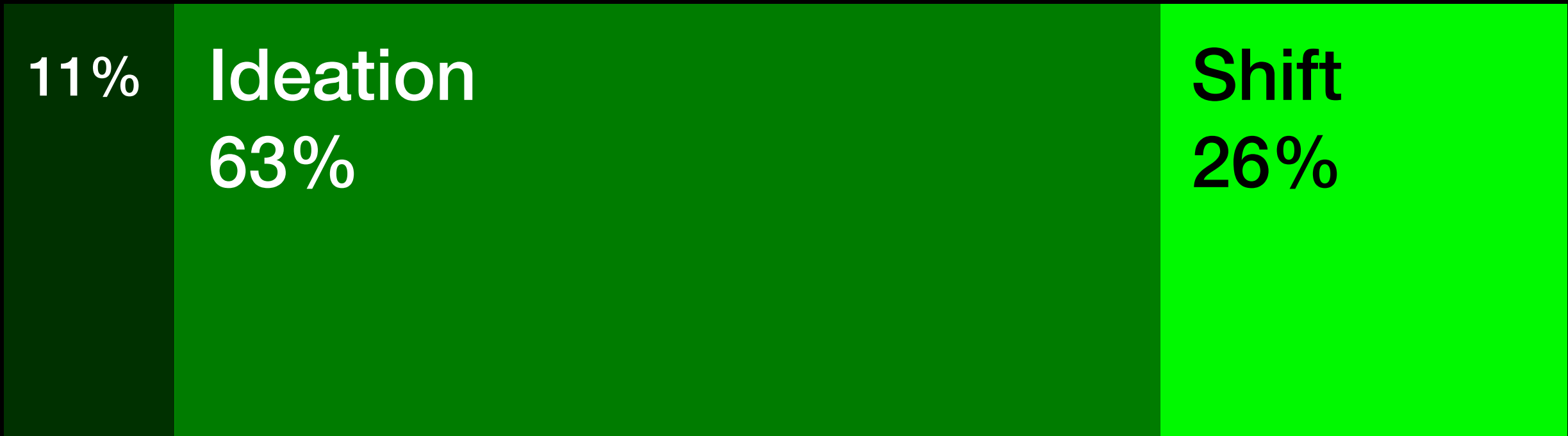
Analysis

Academic level

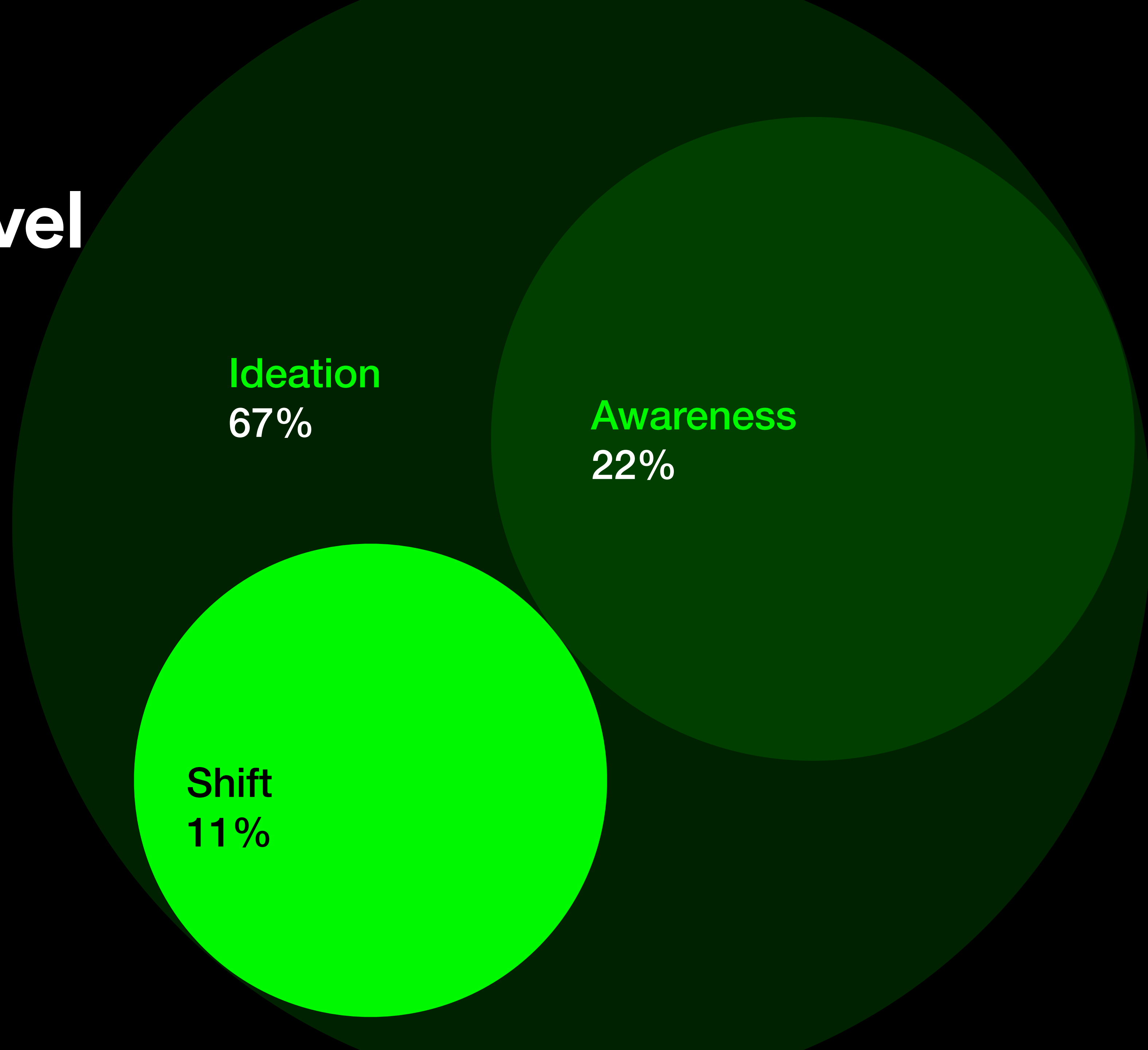
Undergraduate



Postgraduate



Analysis Transformation level



Emergent Practices



Kiara Zadiq Morris, 2021 BA Fashion Communication: Fashion History and Theory, Central Saint Martins, UAL | Photograph: Alys Tomlinson

Practices Language

	Awareness	Ideation	Shift
Dominant Verbs	Demonstrate (6) Investigate (2), Reflect (2), Analyse (2)	Apply (8) Develop (5), Demonstrate (5) Produce (4), Undertake (4) Integrate	Demonstrate (3)
Language Patterns	"Investigate... to inform" "Investigate the emergence" "Demonstrating an understanding..." "Reflect on... in relation to..." "Demonstrate awareness"	"Undertake analysis... to support the development of..." "Produce... that explores, contribute or questions..." "Develop and resolve..."	"Locate yourself" "Evaluate the potential impact of your practice, on or beyond the discipline" "Take a position..." "Test new hypotheses about the role of..."
Focus	Understanding, recognition, and investigation, emphasising cognitive engagement	Creation, application, and solutions, emphasising practical engagement.	Integration, identity formation, and consciousness change, emphasising transformation

Practices Demonstrate

Awareness

Demonstrate understanding of key conventions of [disciplinary] processes and an awareness of the ecological impact of your design process

(AC Process)

Ideation

Demonstrate positive resolution in negotiating sustainability values, principles and goals through the process of making

(AC Process)

Shift

Demonstrate an ability to evaluate and critically reflect on one's own practice and its potential societal and or environmental impact

(AC Enquiry)

Practices

Outcome complexity

Awareness

Investigate the emergence of social, racial and climate justice as major issues in the [discipline] industry

Investigate
+ [noun]

Ideation

Apply design strategies to create [disciplinary] proposals informed by current social, cultural and environmental challenges

Apply [strategies]
+ to create [outputs]
+ informed by [factors]

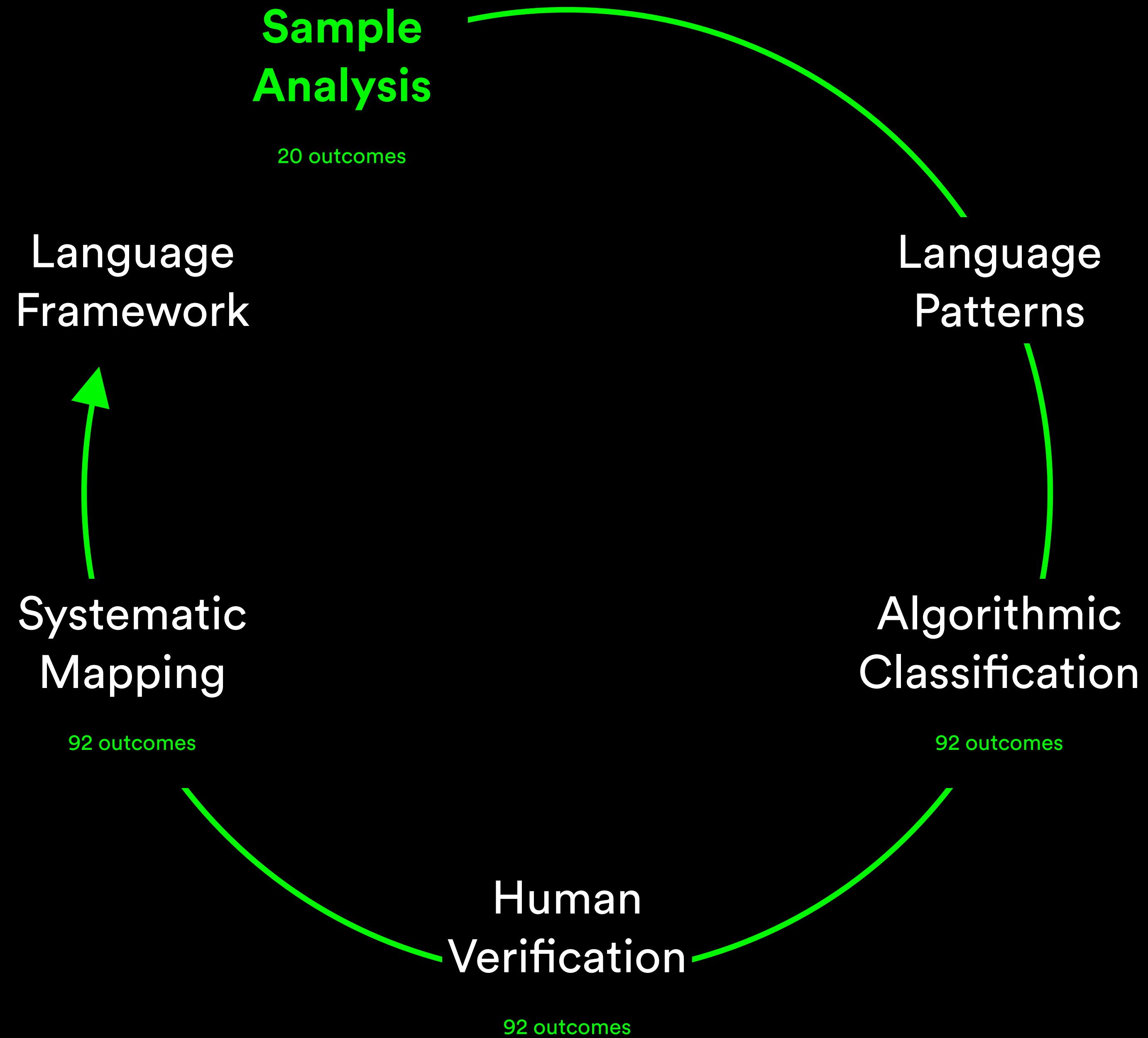
Shift

Generate propositions and proposals which test new hypotheses or speculations about the role of the [discipline] at the intersection of social and environmental justice

Generate [outputs]
+ which test [concepts]
+ about [identify]
+ at [intersection]

Next steps?





**Language
Framework**

**Systematic
Mapping**

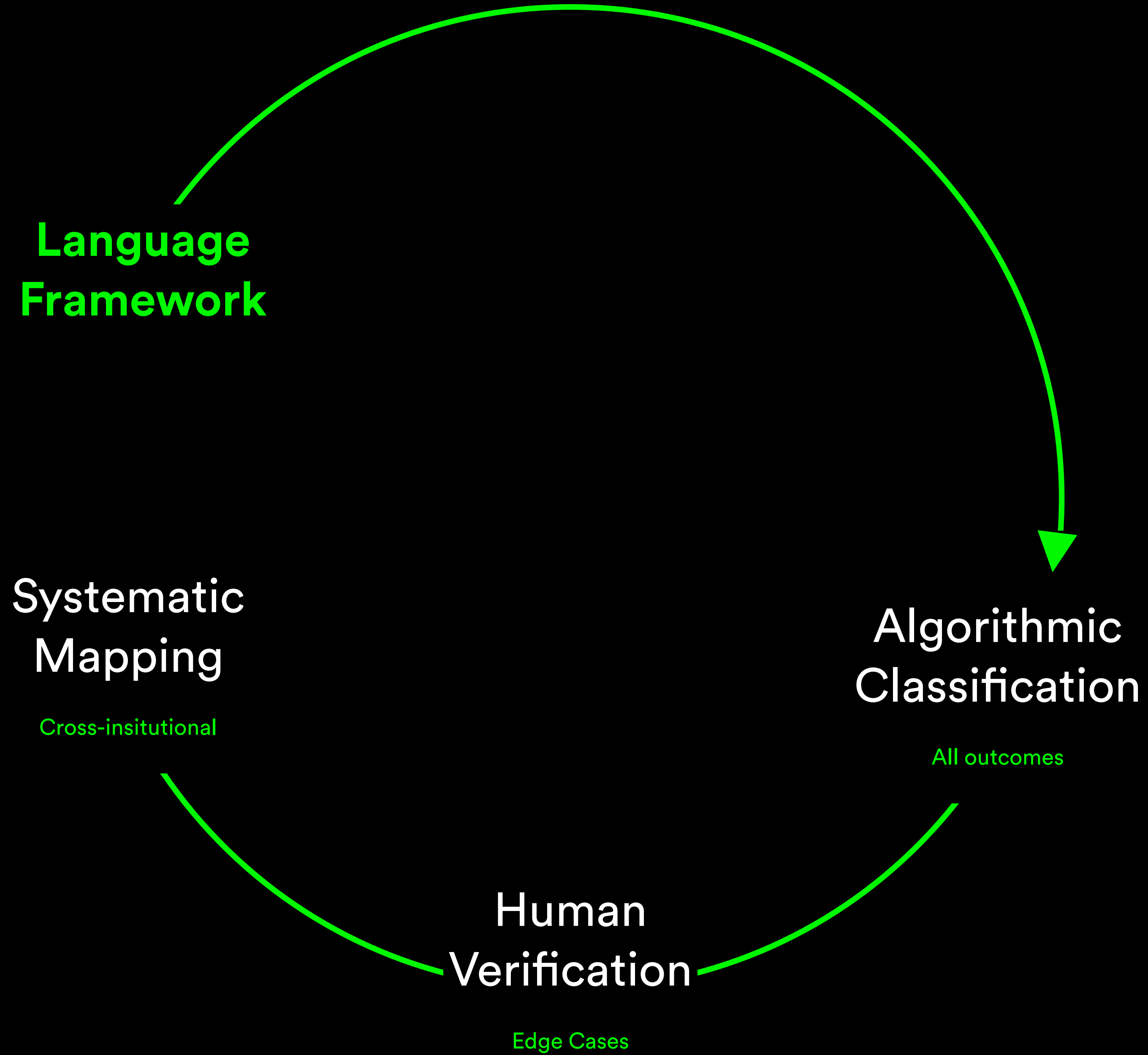
Cross-insitutional

**Algorithmic
Classification**

All outcomes

**Human
Verification**

Edge Cases



Learning from practice



Laetitia Forst, 2020 PhD Research, Chelsea College of Arts, UAL | Photograph: Alys Tomlinson

Linguistic architecture

Staff have already developed a linguistic scaffolding

How do we learn from, develop and share this expertise across the institution?

Assessment Criteria

Staff are strategically deploying assessment criteria

What can this teach us about flexible implementation?

And how might we address the gaps?

Authentic Assessment

Staff are creating assessment languages that blend disciplinary identity with climate justice principles

How do we learn from, refine and amplify these innovations?

Assessment as Change

Staff are already doing the pedagogical innovation

How could these practices underpin insititucional evaluation assessment for climate justice?

where



how

locate



scaffold



compliance



**meaningful
engagement**

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