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Titolo	Reframing Assessment to Center Equity : Theories, Models, and Practices // Gavin W. Henning, Gianina R. Baker, Natasha A. Jankowski, Anne E. Lundquist, Erick Montenegro
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Collana	Routledge studies in innovations, organizations and technology
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Disciplina	371.26
Soggetti	Student affairs services - United States Academic achievement - United States - Evaluation Educational equalization - United States - Evaluation Education, Higher - Social aspects - United States
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Part one : Why? -- Why the intersection of assessment and equity? -- The assessment activist -- Equity and assessment -- Part two : What? -- Current state of scholarship on assessment -- The varied roles of narratives and stories in assessment -- Models and approaches to increasing equity in higher education -- Equity-centered assessment -- Part three : How? -- Assessment in class meetings -- Culturally relevant assessment -- Centering 'ina in assessment -- Culturally responsive assessment 2.0 through faculty and students' voices -- Need for equity-minded assessment and evaluation outside of the classroom -- Advancing equity in student affairs through assessment practice -- Assessing equitable access to STEM fields of study -- Equitable assessment in community colleges -- Cultural awareness and

praxis -- Part four : Now what? -- Leveraging technology-enabled assessment capabilities to promote equitable student outcomes -- Developing individual awareness -- An invitation to a beginning rather than the end.

Sommario/riassunto

This book makes the case for assessment of student learning as a vehicle for equity in higher education. The book proceeds through a framework of "why, what, how, and now what." The opening chapters present the case for infusing equity into assessment, arguing that assessment professionals can and should be activists in advancing equity, given the historic and systemic use of assessment as an impediment to the educational access and attainment of historically marginalized populations. The "what" chapters offer definitions of emerging terms, discuss the narratives of equity in evidence of student learning, present models and approaches to promoting equity, and explore the relationship between knowledge systems and assessment practice. The "how" chapters begin by progressively moving from the classroom to the program, then beyond the program level to share examples from student affairs. Subsequent chapters address the problem of equitable access to STEM fields; culturally responsive practices within the context of community colleges; the ongoing work of culturally situated assessment practices in Historically Black Colleges and Universities; and the role of technology-enabled assessment as a possible tool for equitable assessment. The final two chapters in the book address the "now what", providing a way for assessment professionals to develop individual awareness within their practice as a next step in the equity journey, and a conceptual framework to anchor equity in their work.
