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Assessing Competence in Professional Performance across Disciplines and Professions (Innovation and Change in Professional Education)

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This book examines the challenges of cross-professional comparisons and proposes new forms of performance assessment to be used in professions education. It addresses how complex issues are learned and assessed across and within different disciplines and professions in order to move the process of “performance assessment for learning” to the next level. In order to be better equipped to cope with increasing complexity, change and diversity in professional education and performance assessment, administrators and educators will engage in crucial systems thinking. The main question discussed by the book is how the required competence in the performance of students can be assessed during their professional education at both undergraduate and graduate levels. To answer this question, the book identifies unresolved issues and clarifies conceptual elements for performance assessment. It reviews the development of constructs that cross disciplines and professions such as critical thinking, clinical reasoning, and problem solving. It discusses what it means to instruct and assess students within their own domain of study and across various roles in multiple contexts, but also what it means to instruct and assess students across domains of study in order to judge integration and transfer of learning outcomes. Finally, the book examines what it takes for administrators and educators to develop competence in assessment, such as reliably judging student work in relation to criteria from multiple sources.

"... the co-editors of this volume, Marcia Mentkowski and Paul F. Wimmers, are associated with two institutions whose characters are so intimately associated with the insight that assessment must be integrated with curriculum and instructional program if it is to become a powerful influence on the educational process ..." Lee Shulman, Stanford University

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