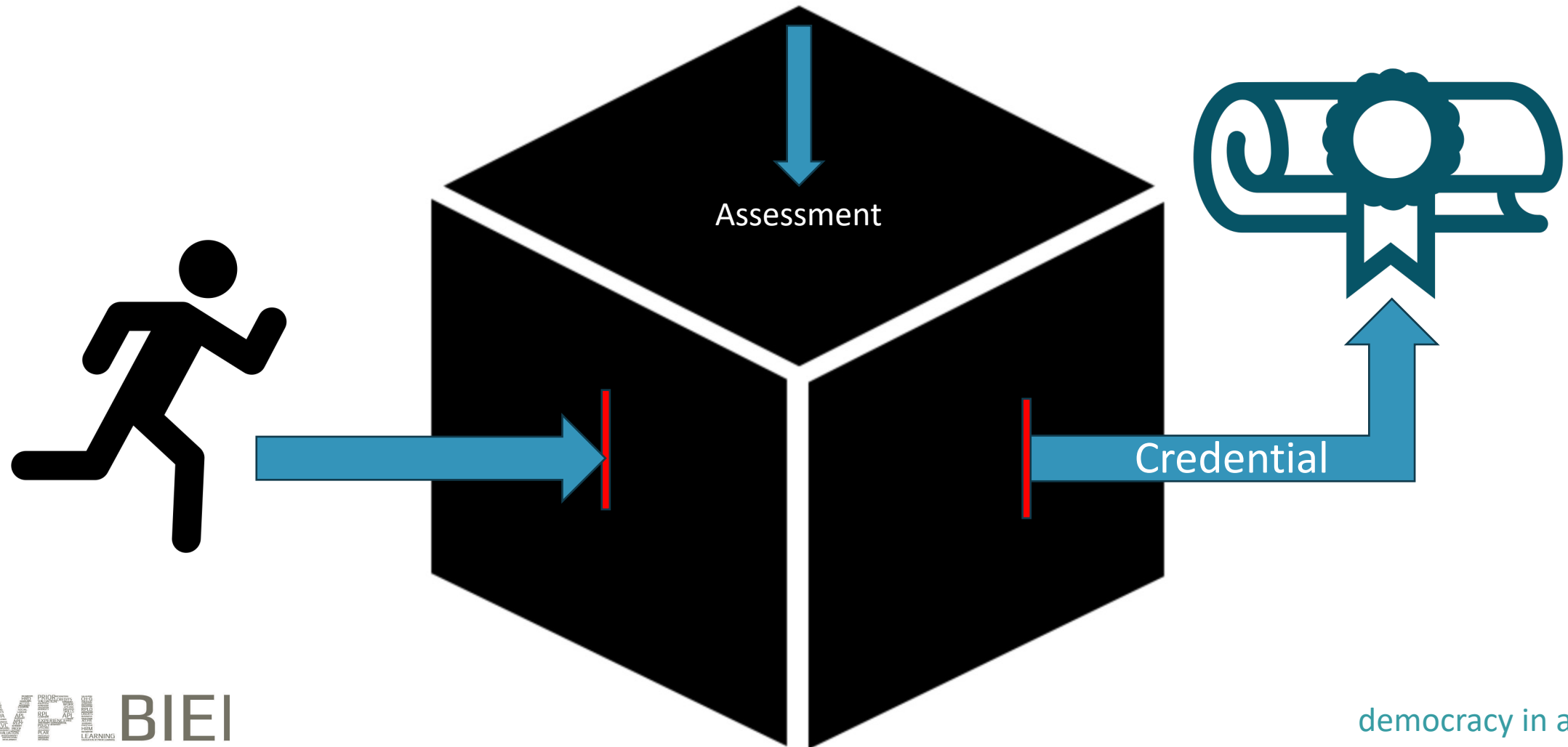


# **What Do We Want to Cherish? Re-examining Assessment in the Collective World**

Nan Travers, SUNY Empire State University, USA

[Nan.Travers@sunyempire.edu](mailto:Nan.Travers@sunyempire.edu)

# The Prior Learning Black Box





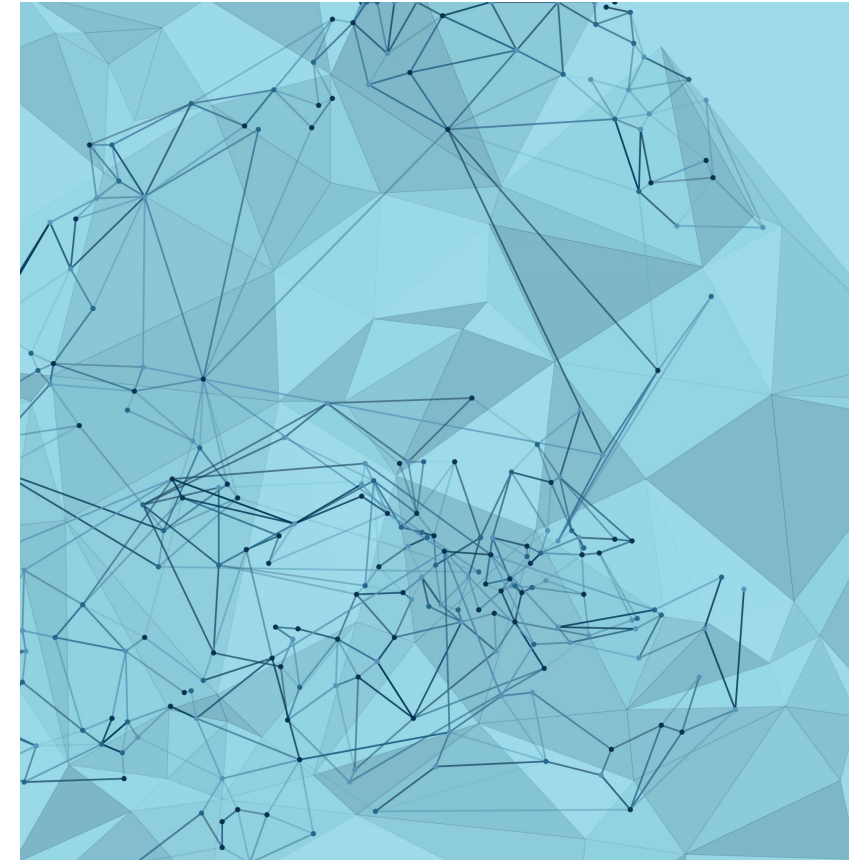
# Challenge:

Develop scalable assessments that capture individualized learning.

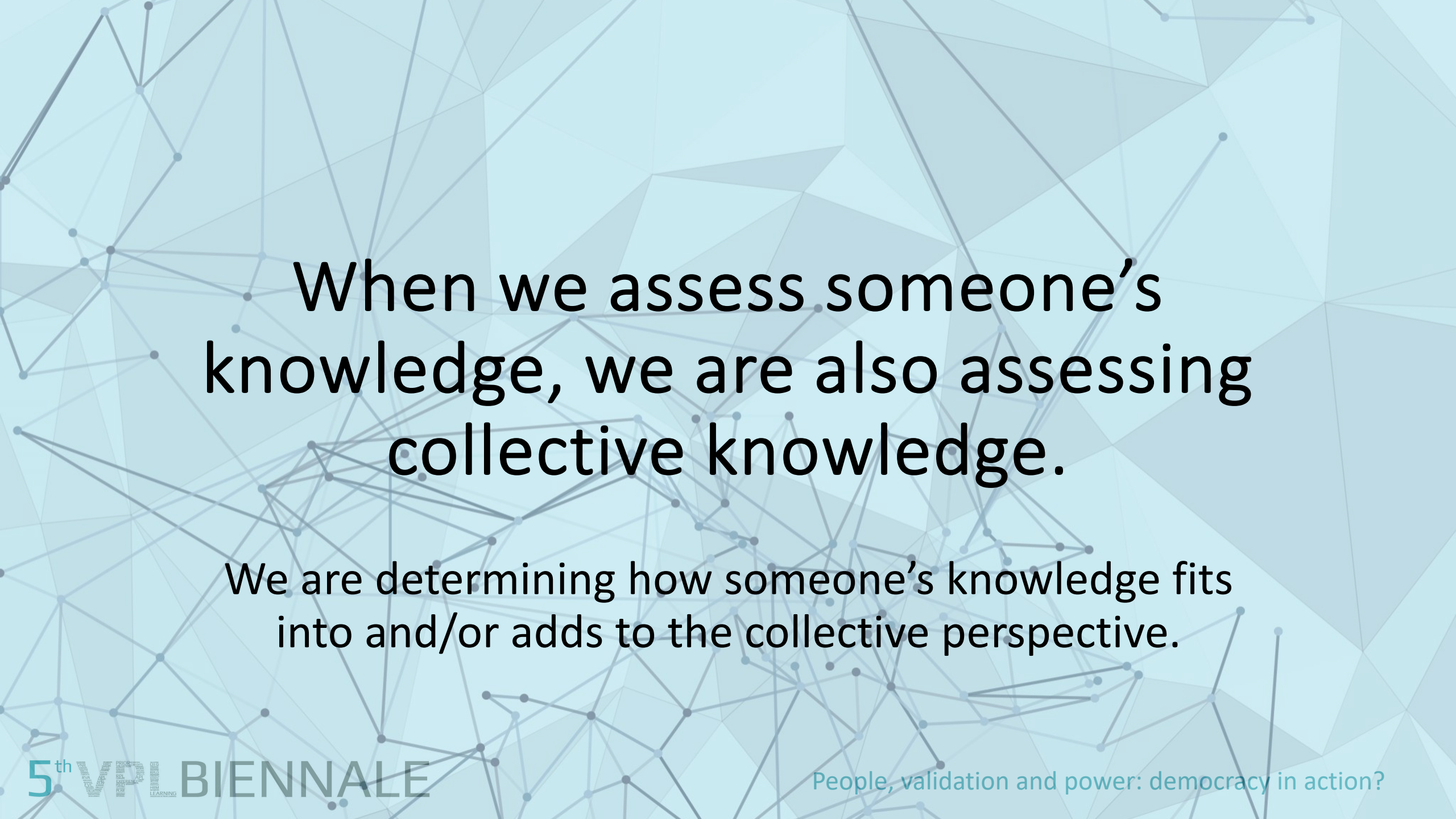


# Knowledge in the Collective World

- Not one person owns knowledge - it has a history – it has a future
- Knowledge can be preserved – it also evolves
- We build upon previous knowledge, personally and collectively
- Knowledge is sharable - one person to another - across clusters of people
- Knowledge shapes societies, societies shape knowledge







When we assess someone's  
knowledge, we are also assessing  
collective knowledge.

We are determining how someone's knowledge fits  
into and/or adds to the collective perspective.





Individuals have experiences  
Knowledge is collective  
Assessment is selective





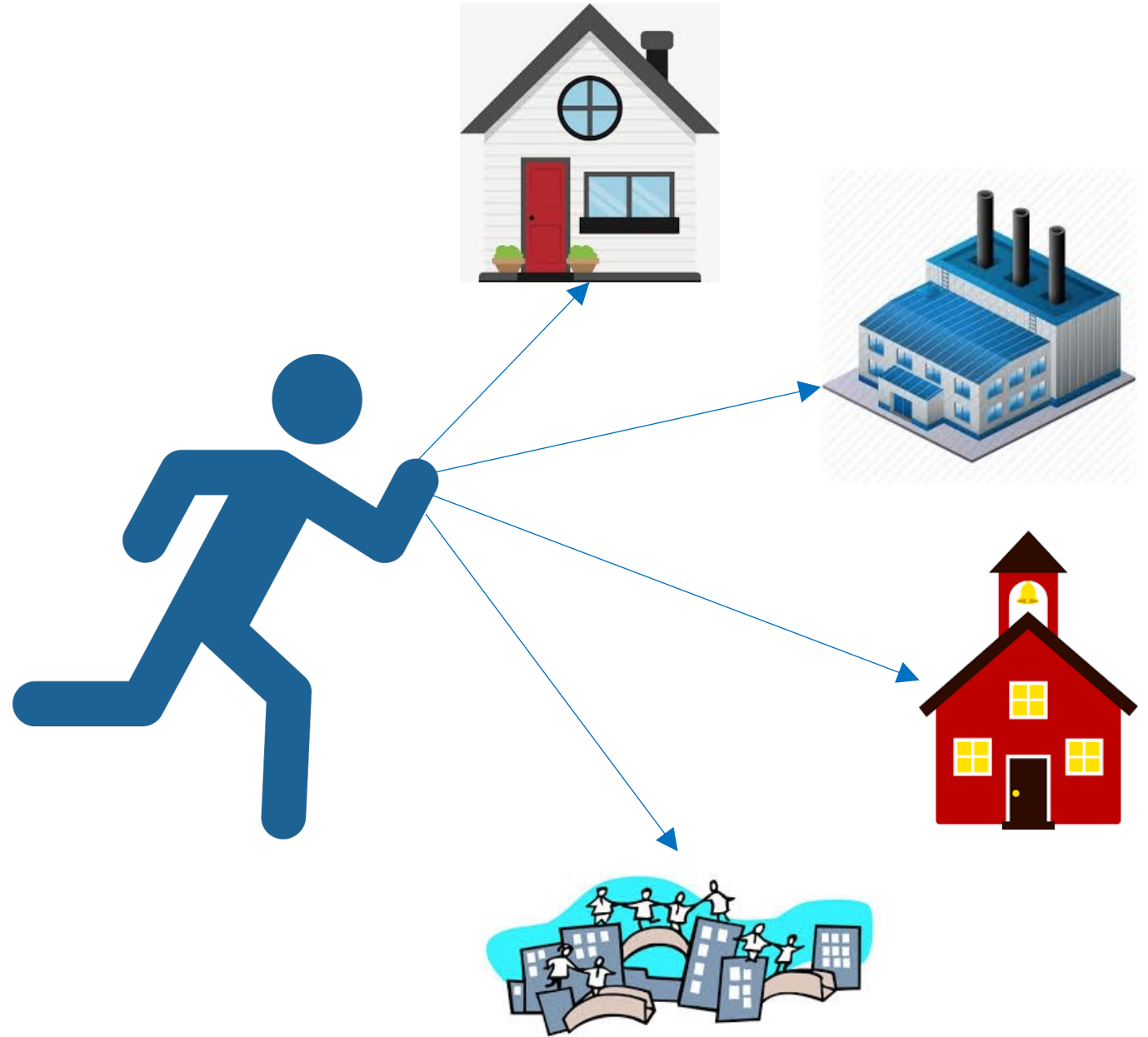
# We measure what we cherish!

## What do we cherish?

People, validation and power: democracy in action?

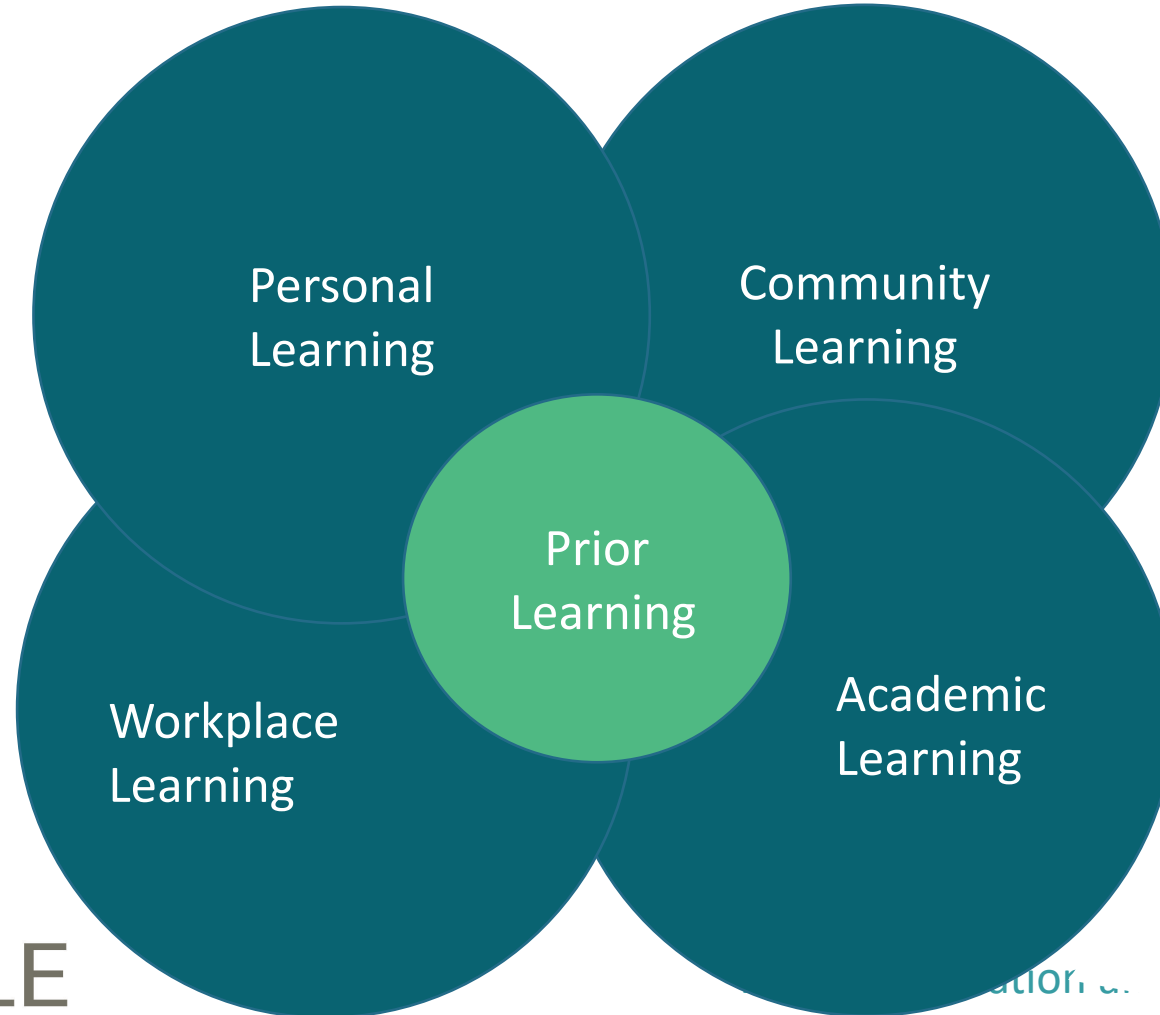


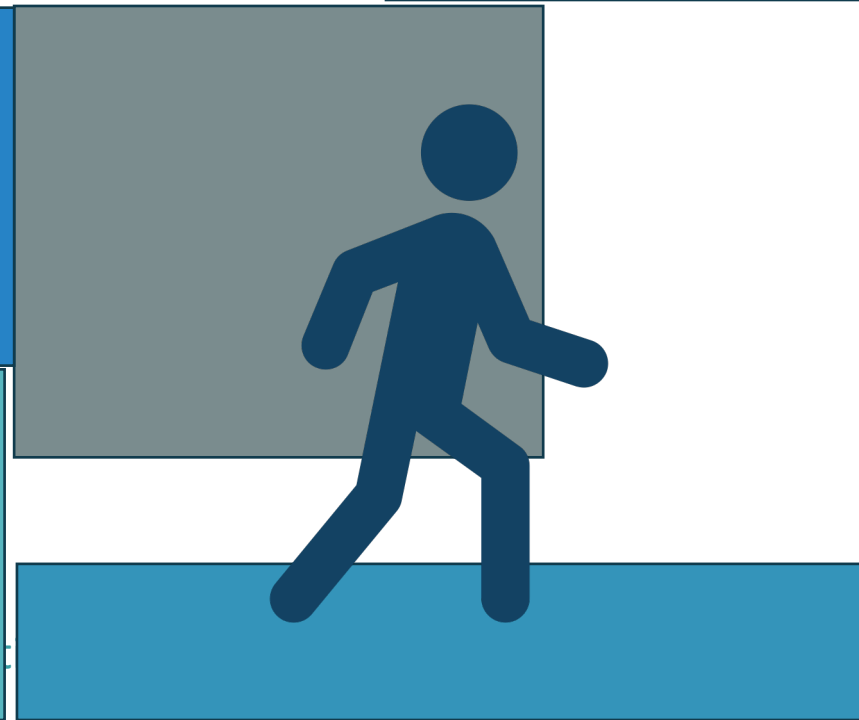
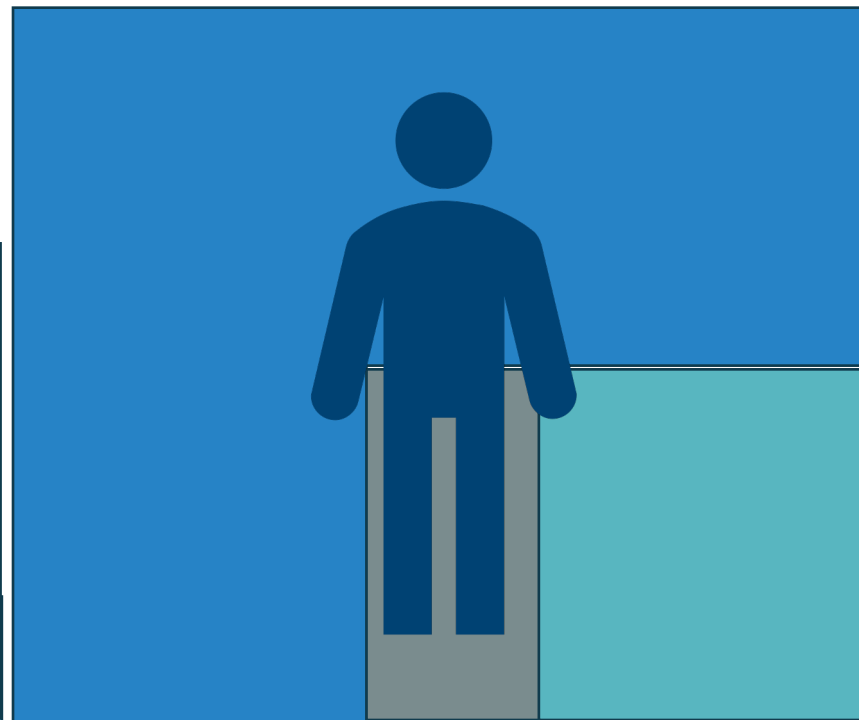
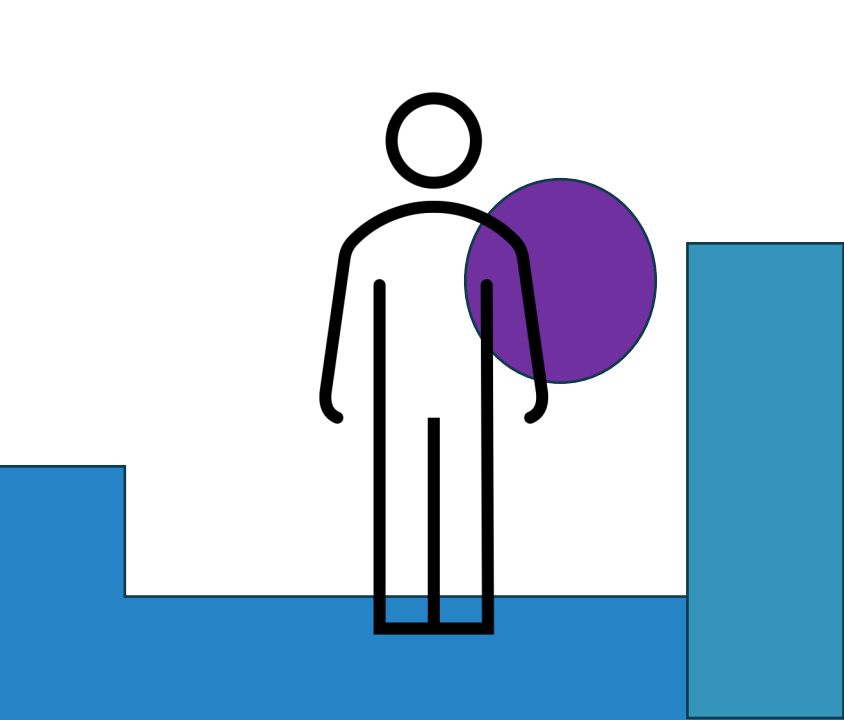
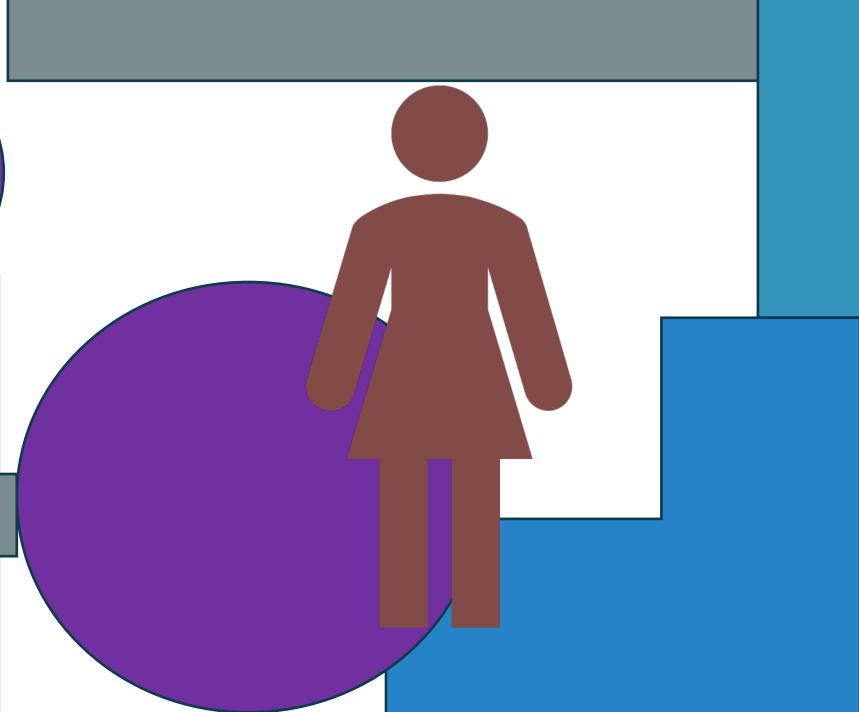
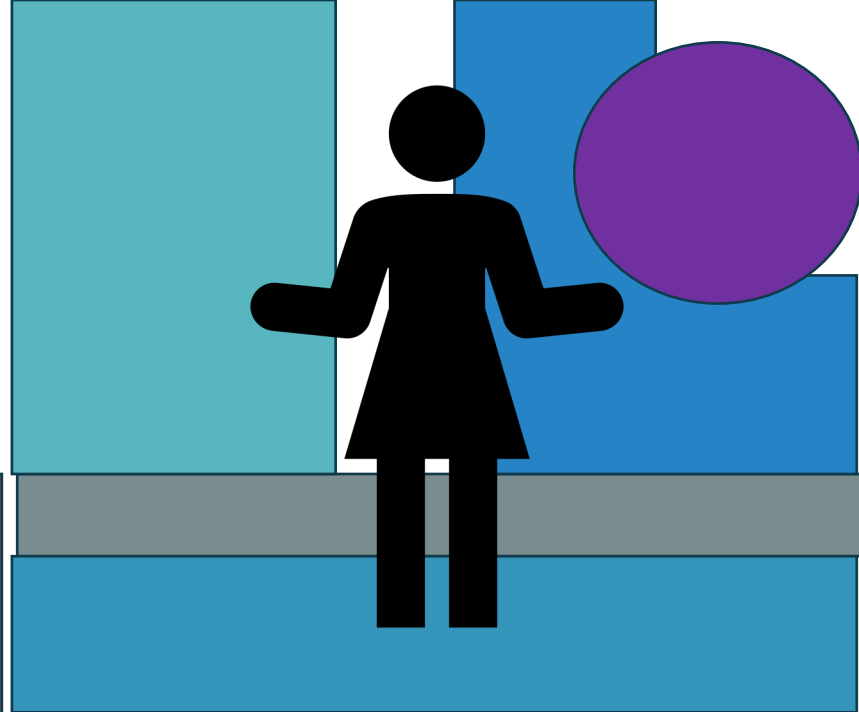
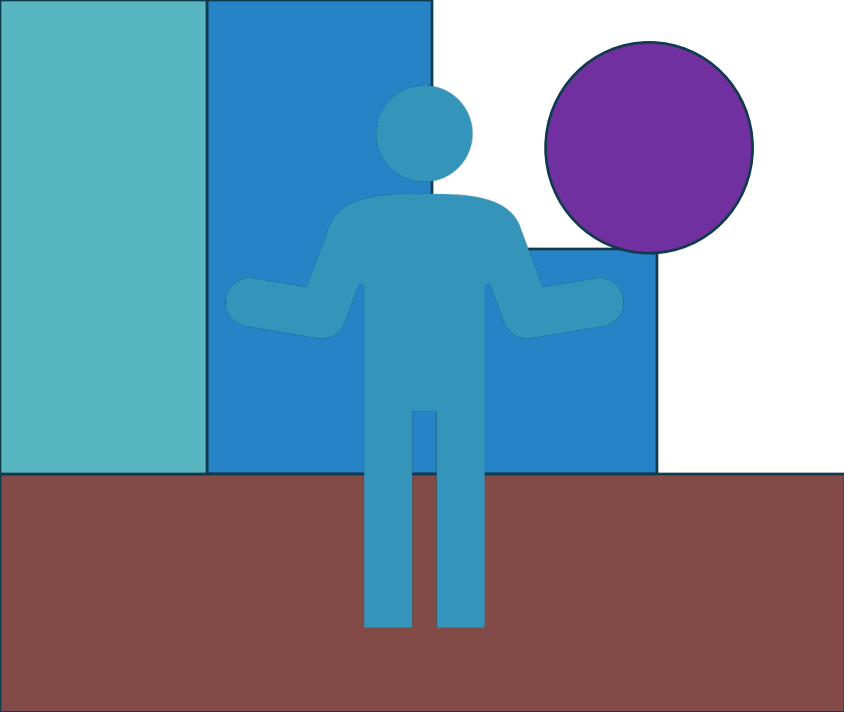
We orchestrate our  
life, work, school &  
interaction  
experiences






# Learning is embedded within experiences







The background is a complex network of nodes and connections. Nodes are represented by circles of various sizes and colors, including red, blue, green, and brown. Some nodes have internal patterns like stripes or concentric circles. They are interconnected by a web of thin, light gray lines. The overall composition is dense and abstract, suggesting a neural network or a complex system of relationships.

Our experiences are  
connected and encoded  
into neural networks

# We collect our experiences into stories



Segmented  
Learning  
Experiences



Learners must make sense of their  
experiences on their own

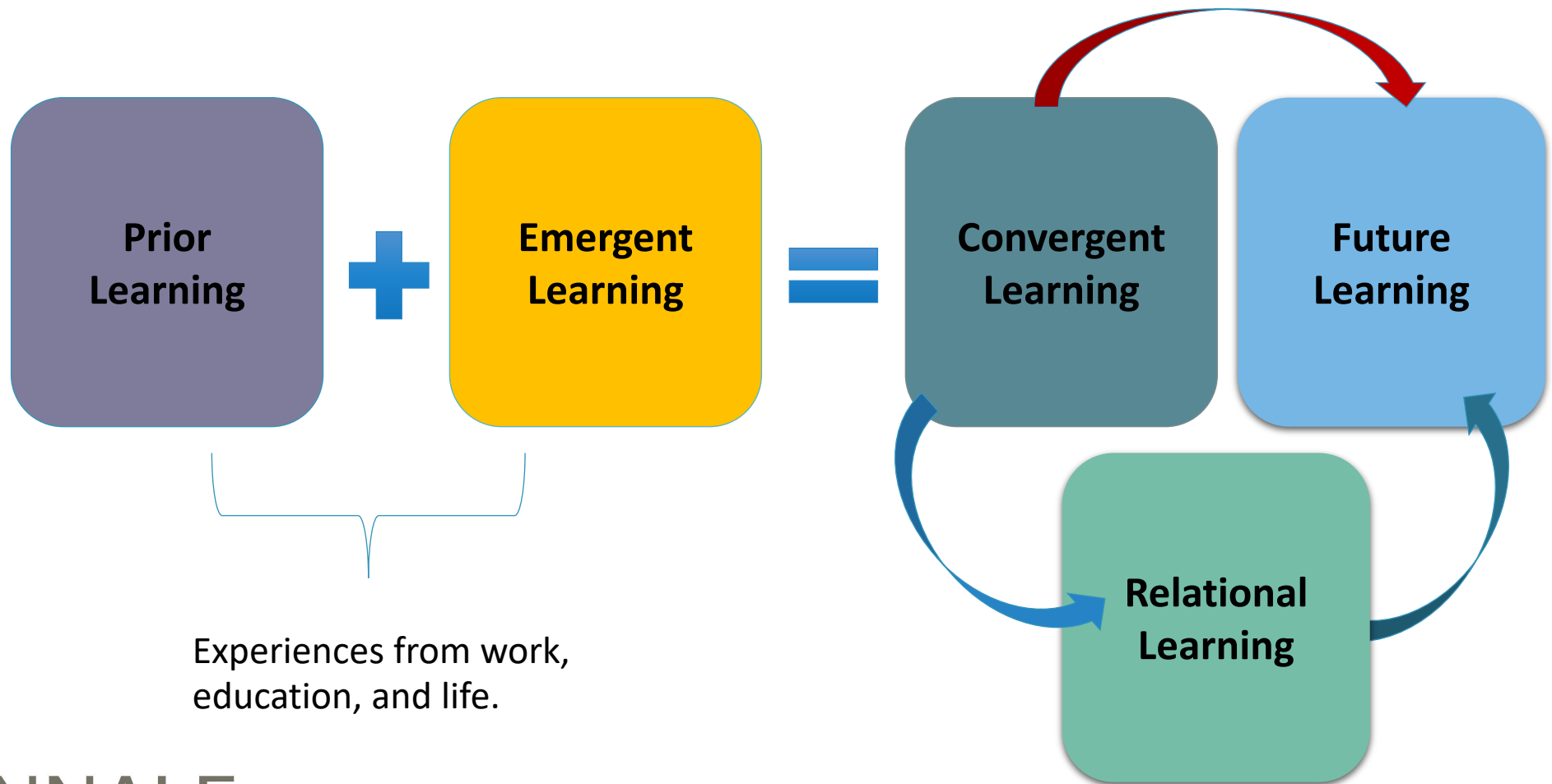


Collated  
Learning  
Experiences

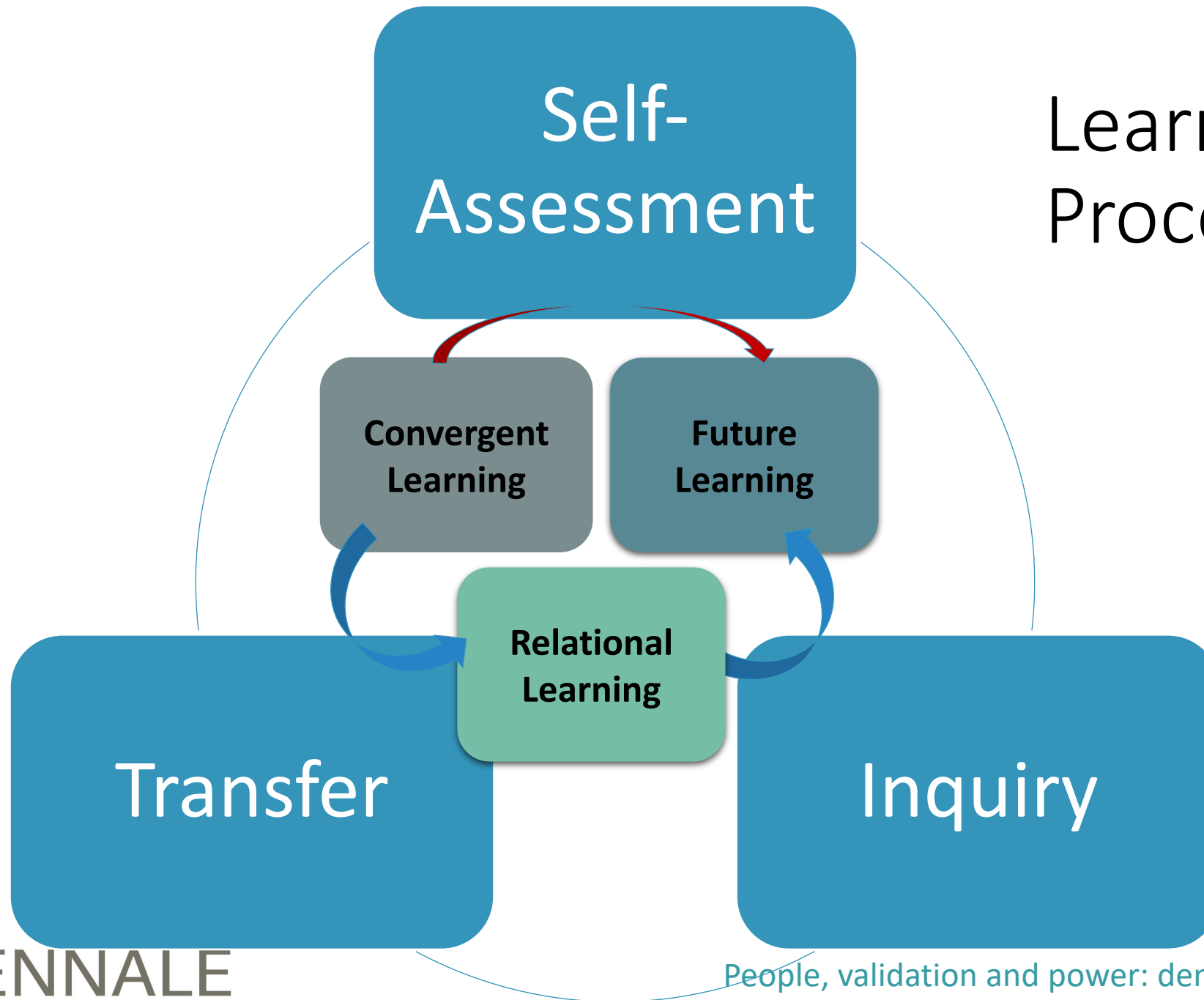


# All learning is experiential

## Learning is lifelong and life-wide



# Learning Processes





What do I know?  
What do I not know?

# Self- Assessment

# Assessment Processes

How does the learner ...  
What does the learner ...

**Convergent  
Learning**

**Future  
Learning**

**Relational  
Learning**

# Transfer

# Inquiry

How do different  
pieces fit together?

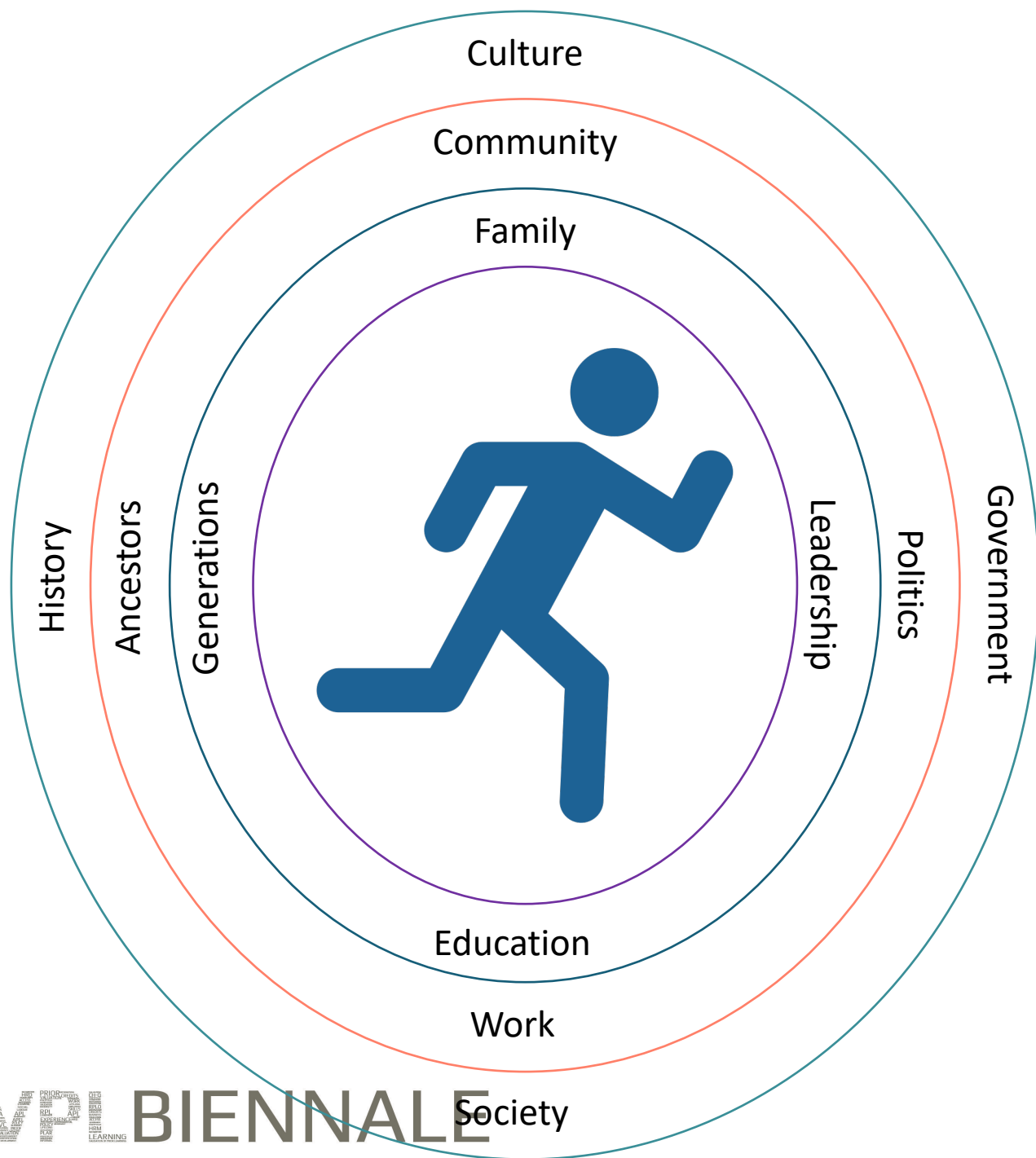
How do different  
parts relate to other  
areas?

How does it fit with  
novel situations?

What questions  
do I need to  
ask?

How do I  
answer those  
questions?

People, validation and power: democracy in action?



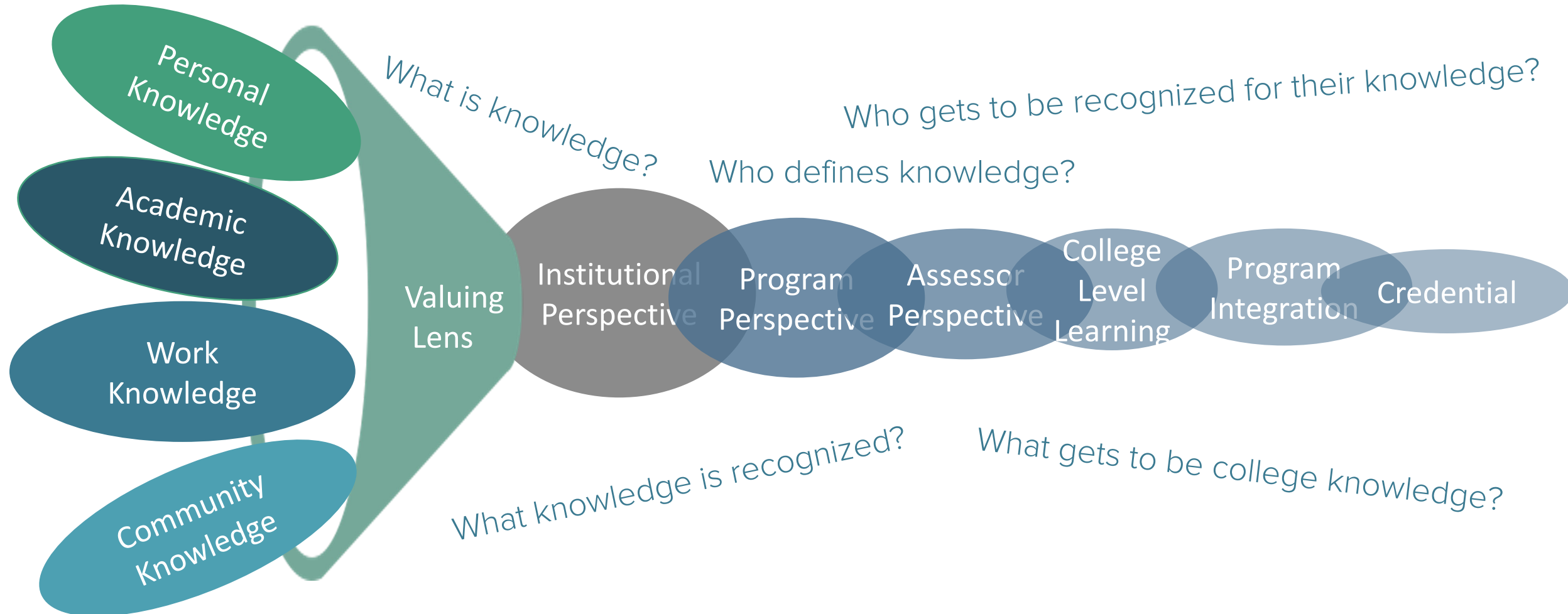
All experiences are  
embedded in the  
collective



# From lived experiences to academic recognition



# Knowledge Definition



# Some thoughts about assessing learning

1

What is learned within an experience is  
>, <, =, or ≠ what is in curriculum

2

Not everyone learns the same within a learning experience

3

How and what one learns and the context of learning is important – but how learners connect learning is essential

4

Different levels of learning can be assessed regardless of the source



We Only Measure  
Evidence of Learning  
  
Not Actual Learning



# Classical Assessment Measures

Better at  
measuring what  
IS NOT known



Than what IS  
known

Assessments are a proxy!

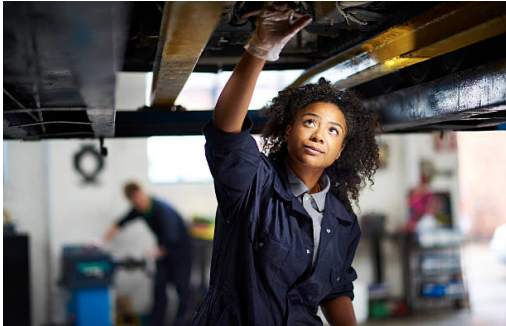
An abstract network diagram on a black background. It features several nodes, represented as small white circles with a central dot. These nodes are interconnected by a dense web of thin, curved lines in shades of blue, orange, and yellow. The lines create a sense of flow and connectivity, with some lines being straight and others forming loops or arcs. The overall structure is complex and non-linear, suggesting a relational or network-based concept.

All learning is relational

How do we assess relational learning?



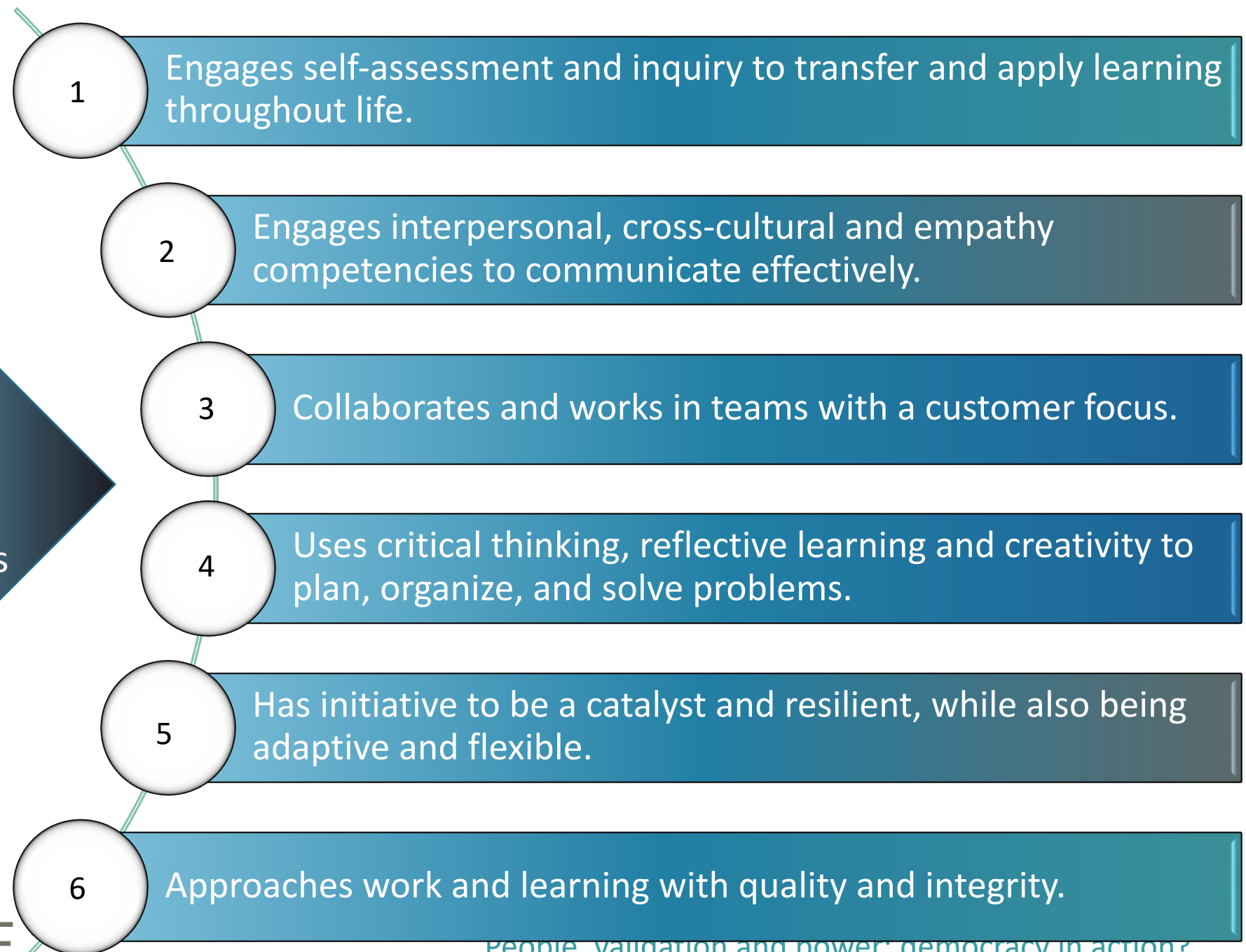
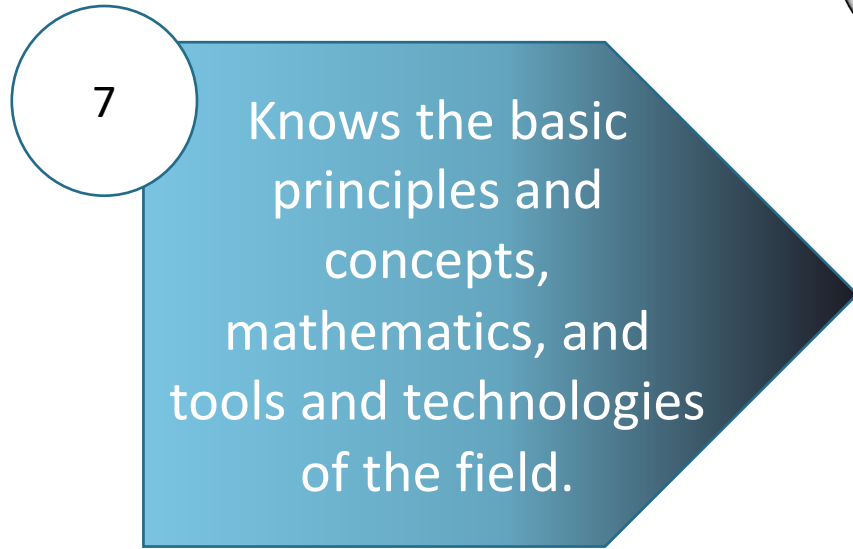
# What is needed in the 21<sup>st</sup> century?



- Soft Skills
- Durable Skills
- Essential Skills
- Transferable Skills
- Transverse Skills
- Power Skills
- Evergreen Skills
- Applied Liberal Arts



# EMPLOYMENT & EDUCATIONAL COMPETENCY CLUSTERS

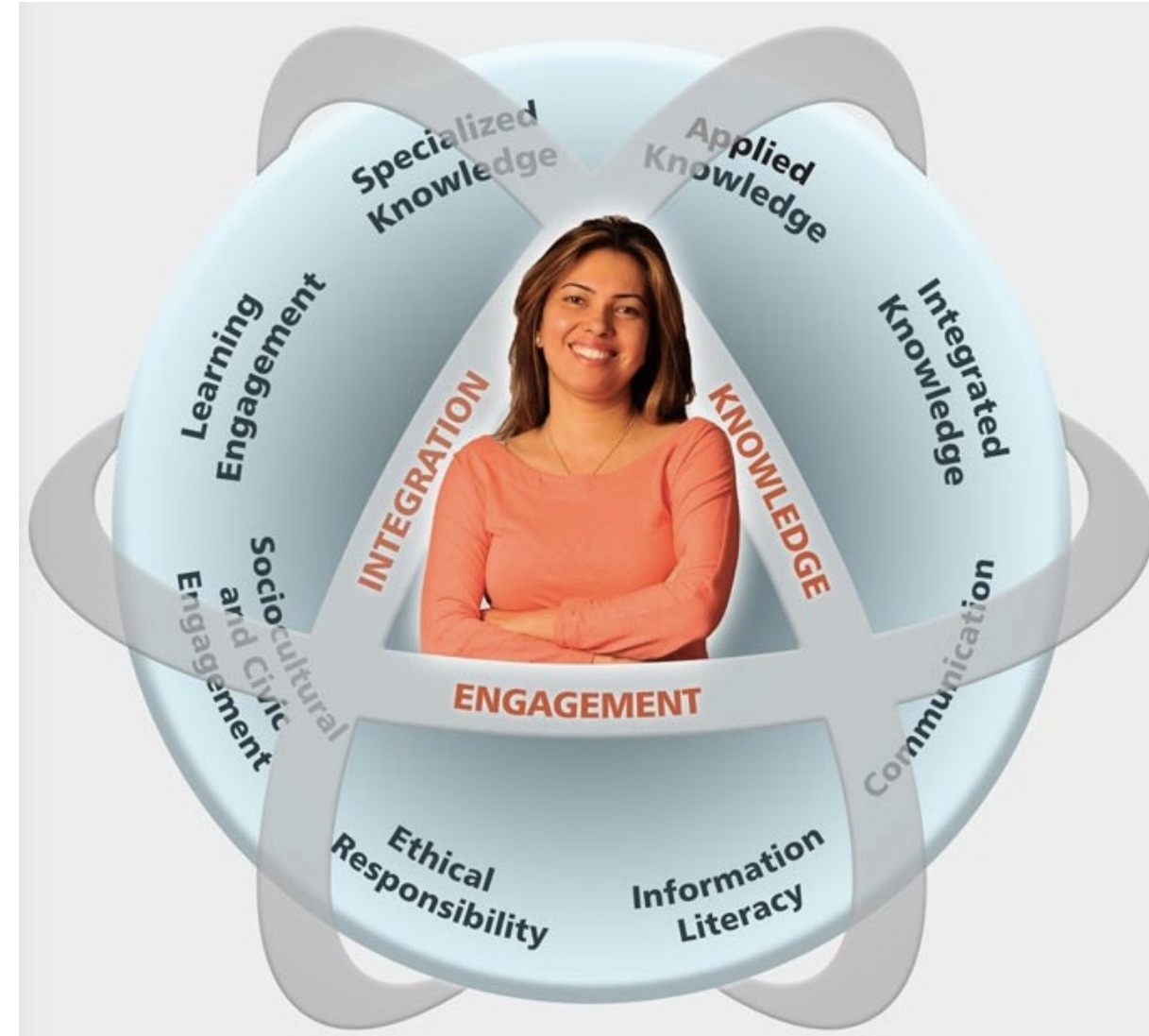


# Global Learning Qualifications Framework

Framework to assess college-level learning:

- Knowledge, Engagement and Integration
- Eight learning domains
- Two levels: Associate & Bachelor's

[www.sunyempire.edu/glqf](http://www.sunyempire.edu/glqf)



People, validation and power: democracy in action?



# Global Learning Qualifications Framework

## ▼ Global Learning Qualifications Framework

Learning Domains ▶ Integrated Knowledge

**Definition:** Integrated knowledge connects, relates and unifies concepts in various situations.

Students integrate their knowledge by exploring, identifying, organizing and synthesizing ideas and information to assess experiences and solve problems.

**Expand the headings to view the content.**

+ Questions to Consider About Integrated Knowledge

+ Examples of Evidence of Integrated Knowledge

+ Lower-level integrated knowledge ...

+ Upper-level integrated knowledge ...

# College-Level Learning Worksheet

<b>A. Lower Level Learning - Learning experiences provide opportunities to:</b>	<i>No Evidence</i>	<i>Partial Evidence</i>	<i>Full Evidence</i>
Build a foundational knowledge-base using broad and specific knowledge, skills, and competencies as applied to relevant theories, methodologies, practices and quantitative applications.			
Gather, review, analyze, evaluate and respond to defined or routine problems drawing on relevant theoretical, practical, and prior knowledge and experiences.			
Apply relevant concepts, theories, and technical and professional knowledge in the analysis and resolution of practical issues within particular contexts.			
Research and collect information and relevant data from a wide range of resources to answer questions and/or solve problems; evaluate the quality, relevance, currency and accuracy of that information; and select and interpret appropriate information for the situation, problem or question.			
Engage in decision-making according to the standards of practice and ethics of the field.			
Communicate knowledge and demonstrate skills in content areas accurately, coherently and clearly that are informed by key concepts, techniques, developments and ethical standards in the field through the use of appropriate techniques, including: written, oral, visual and/or technology-facilitated methods.			
Engage in active listening, relevant discussions, and respectful discourse with individuals and/or groups with varying viewpoints and diverse backgrounds.			
Participate in and accept accountability and responsibility for own learning and work.			
Reflect upon one's own actions and implications in situations and take responsibility for these actions while working with others and/or solving problems.			
Self-identify and evaluate gaps in own knowledge, skills and abilities; use feedback to develop learning and professional goals; and engage strategies for improvement and to reach those goals.			
Demonstrate insight into one's identity and biases and the influence they have on understanding, interacting and working effectively with others.			

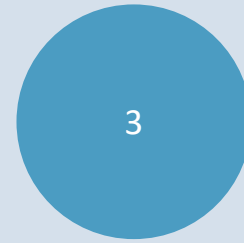
# PLA Portfolio Competencies



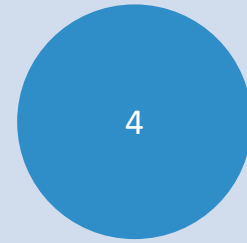
Competency 1:  
Identify Your  
Learning



Competency 2:  
Use Your  
Learning

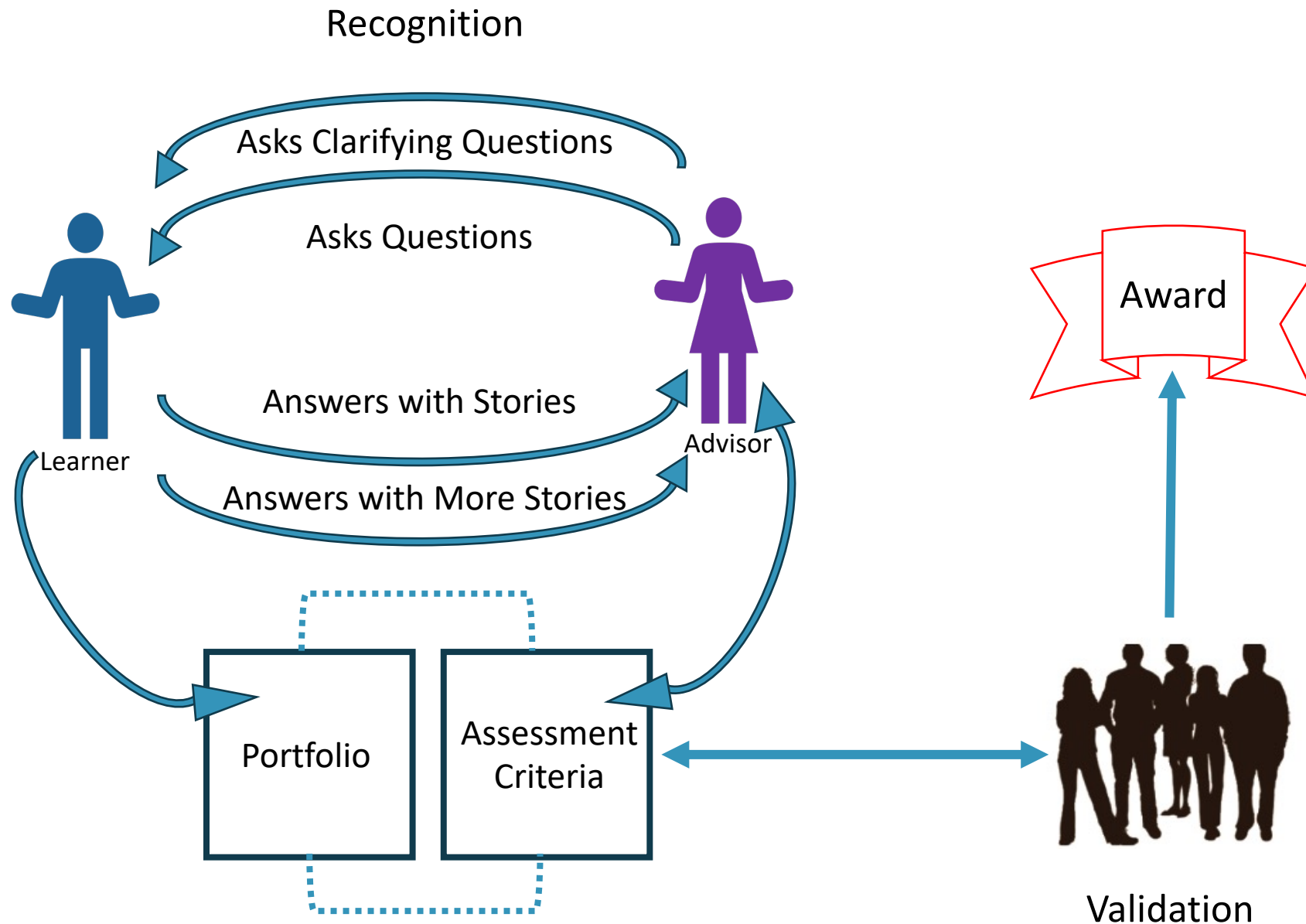


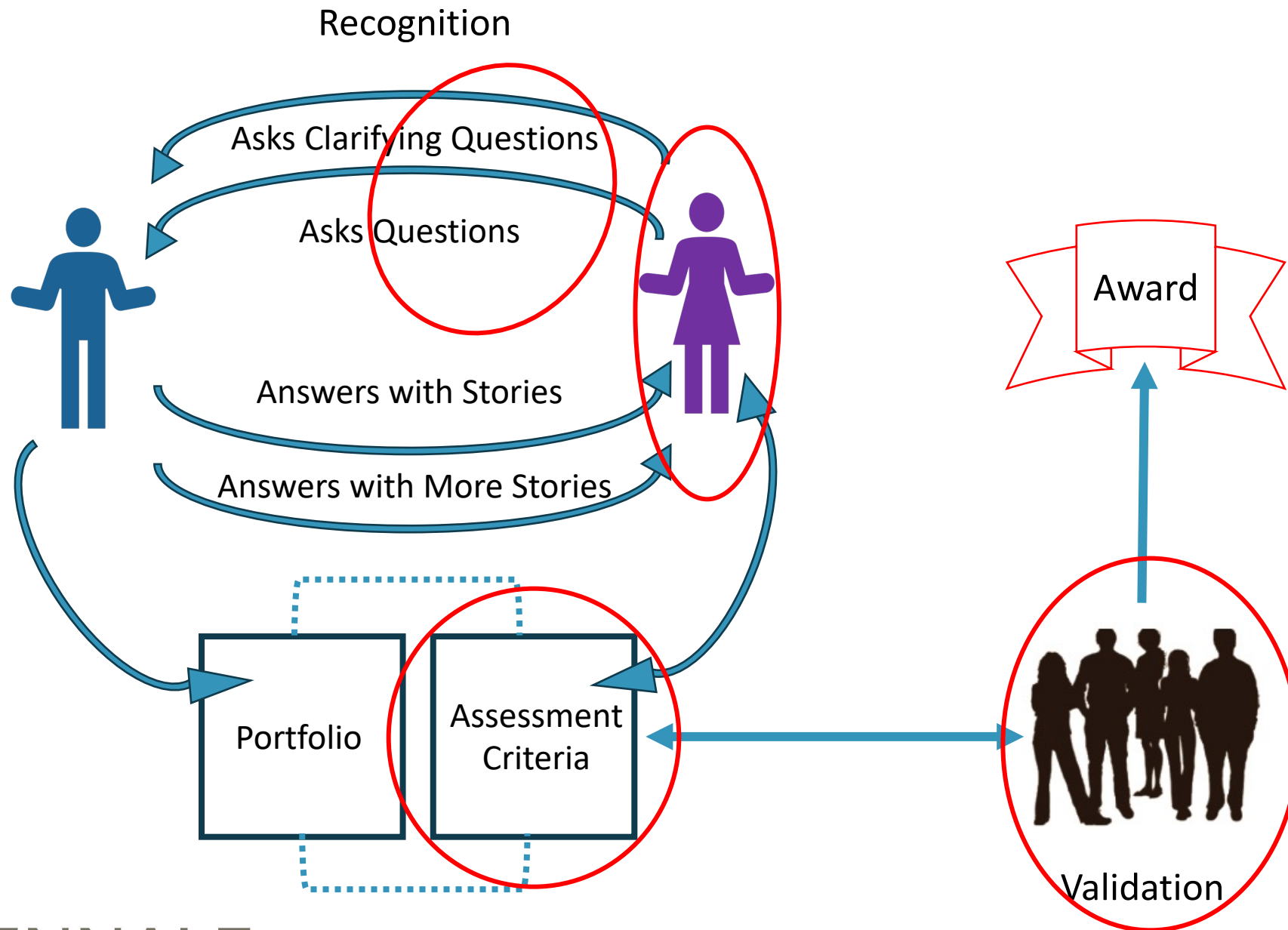
Competency 3:  
Position Your  
Learning

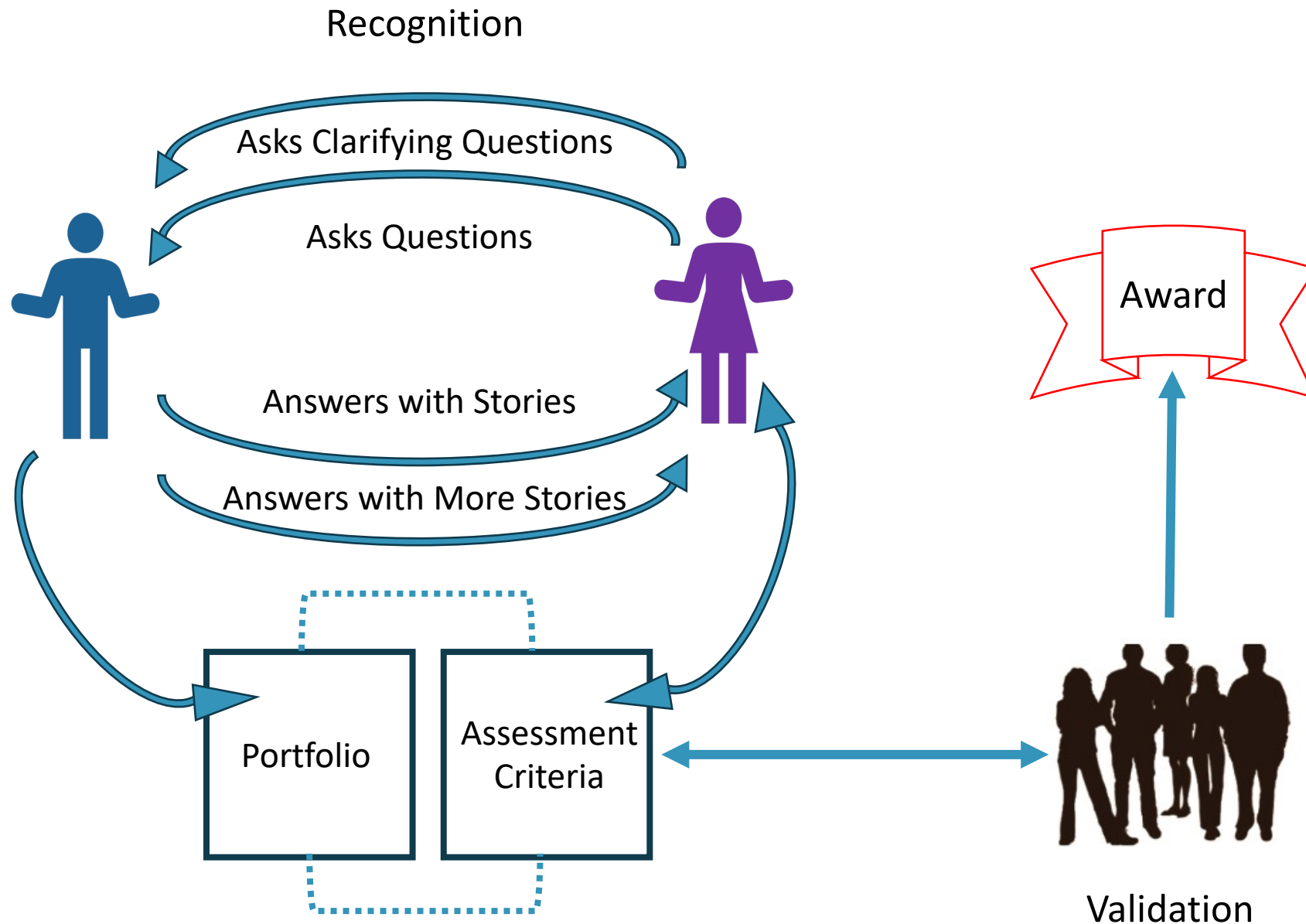


Competency 4:  
Communicate  
Your Learning









# Issues of subjectivity and bias

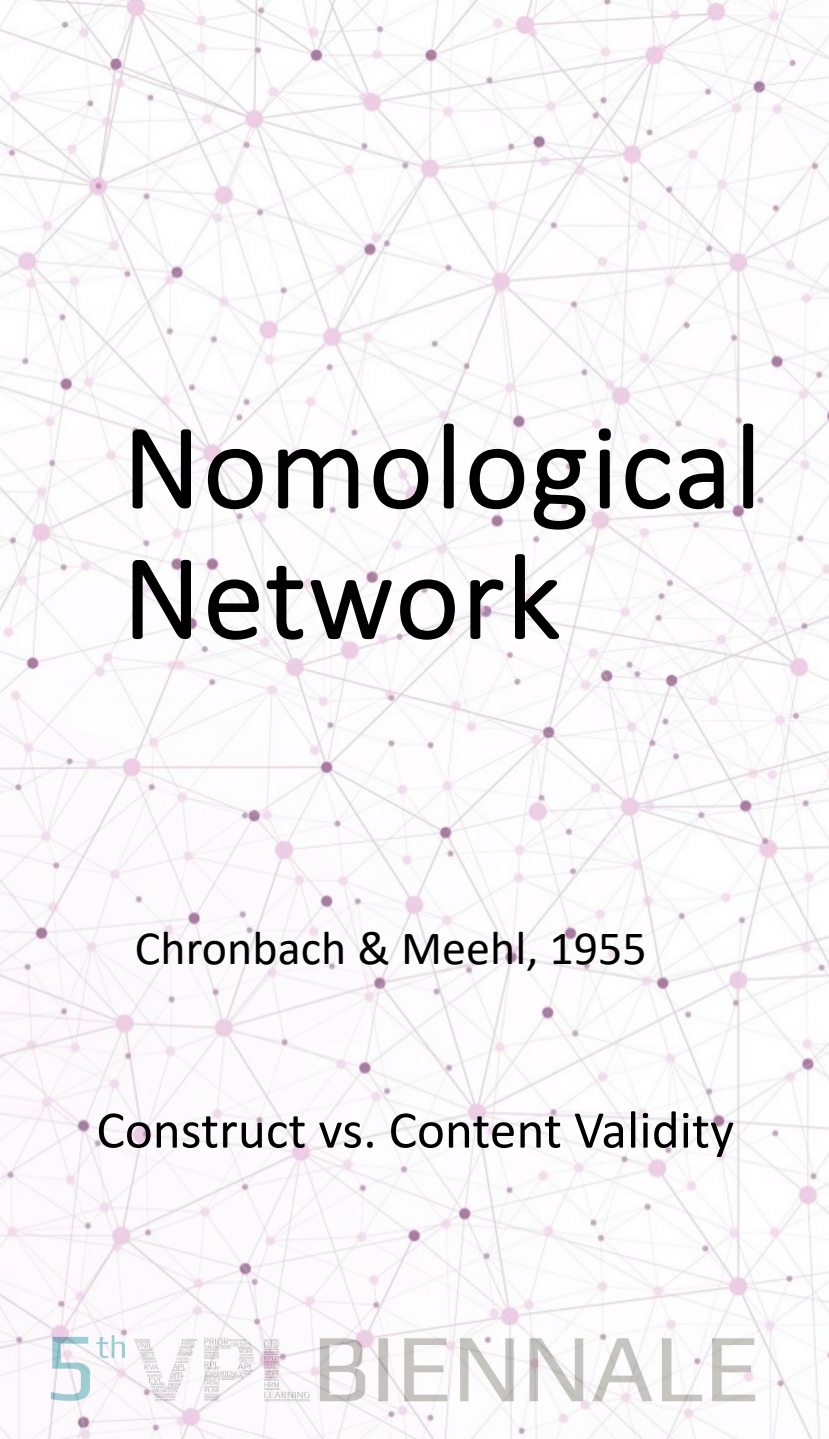


Recognition  
of what  
someone  
knows and  
can do is  
subjective  
and biased

What is  
accepted as  
what is  
learned is  
subjective  
and biased

Validation of  
learning is  
subjective  
and biased





# Nomological Network

Chronbach & Meehl, 1955

- Construct vs. Content Validity

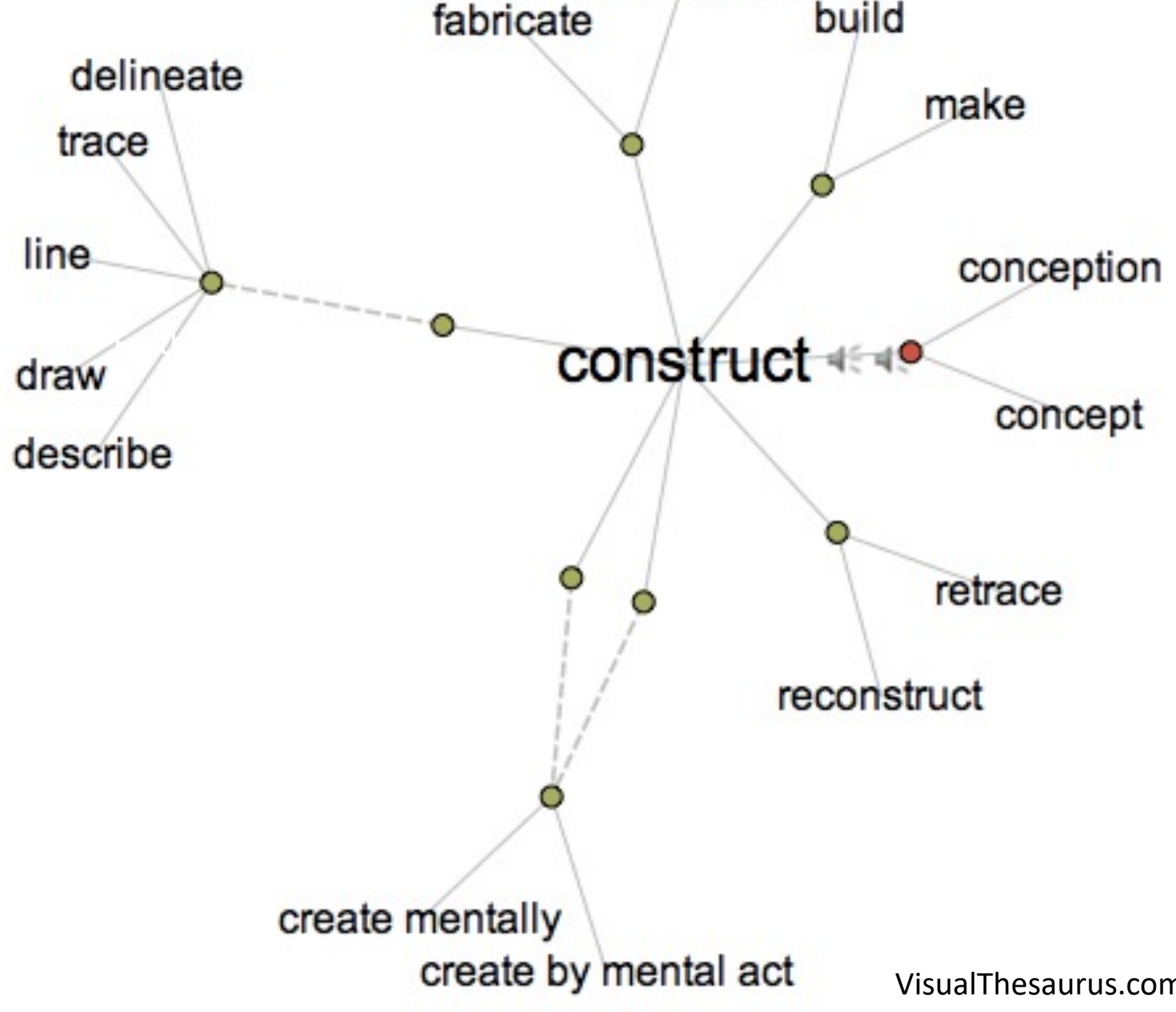
5<sup>th</sup> BIENNALE

Chronbach & Meehl, 1955

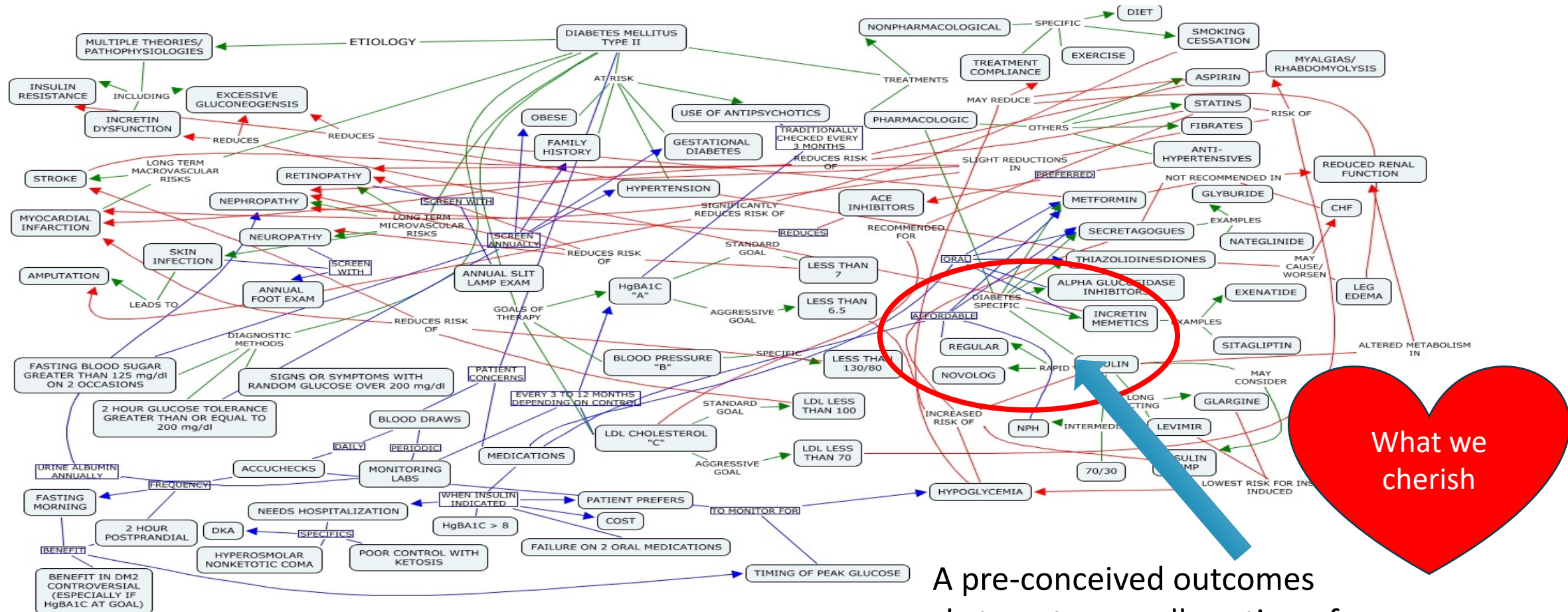
## Construct vs. Content Validity



5<sup>th</sup> VENICE BIENNALE



# Nomological Network



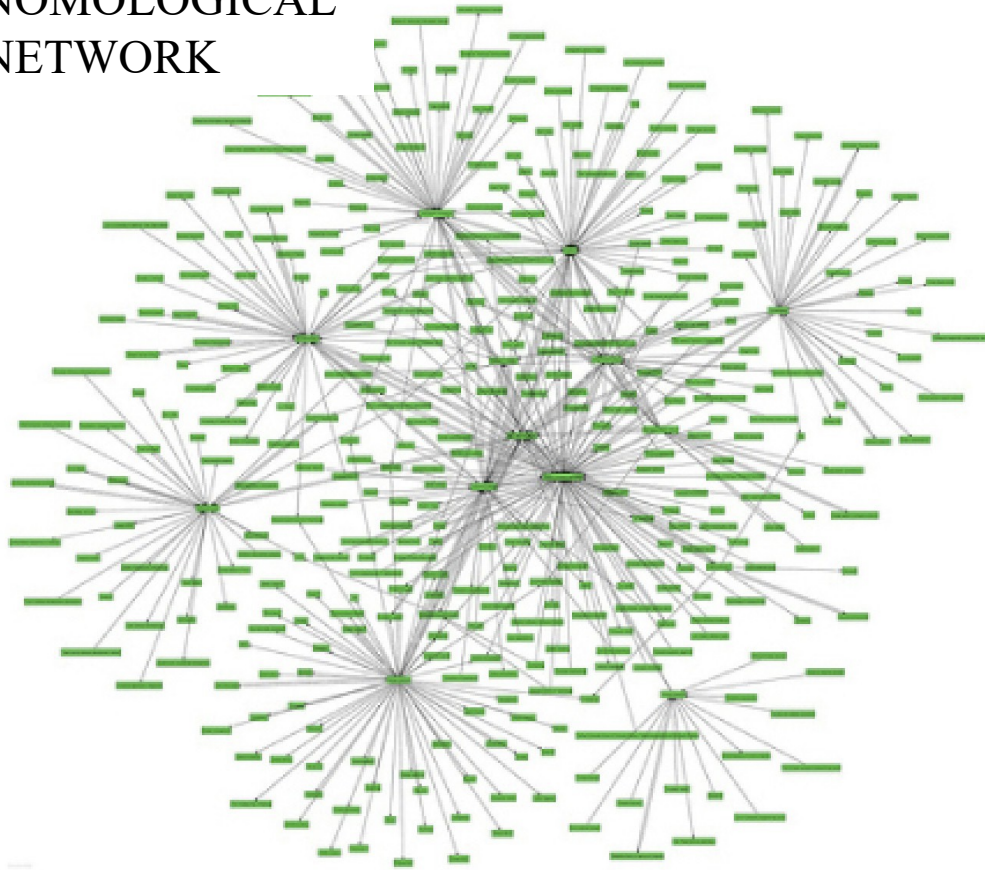
What we cherish

A pre-conceived outcomes only targets a small portion of

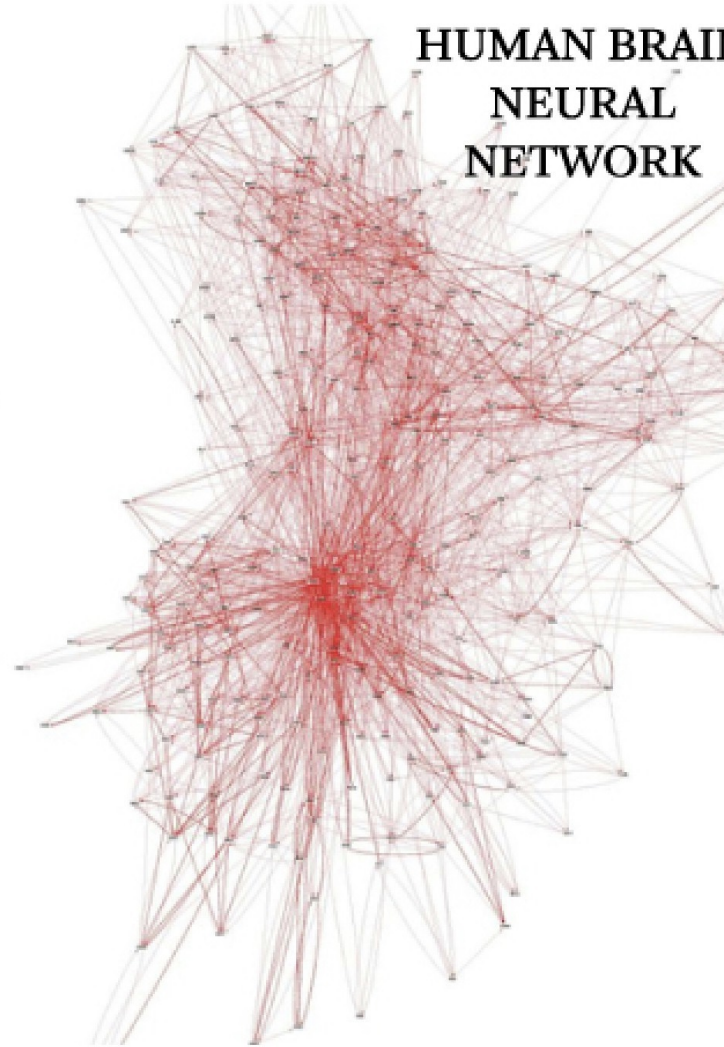
People, the nomological network



NOMOLOGICAL  
NETWORK

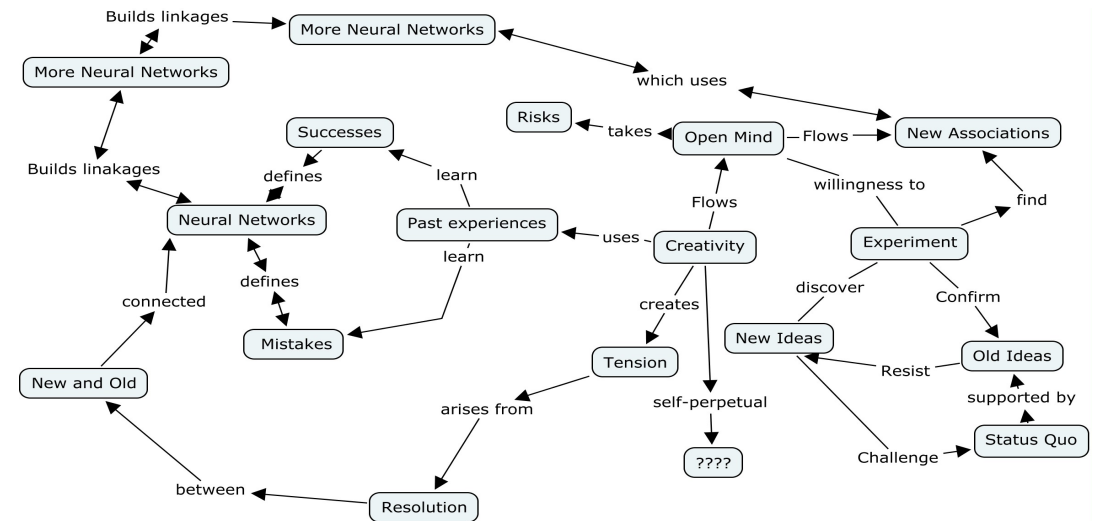


HUMAN BRAIN  
NEURAL  
NETWORK



# 5<sup>th</sup> V BIENNALE

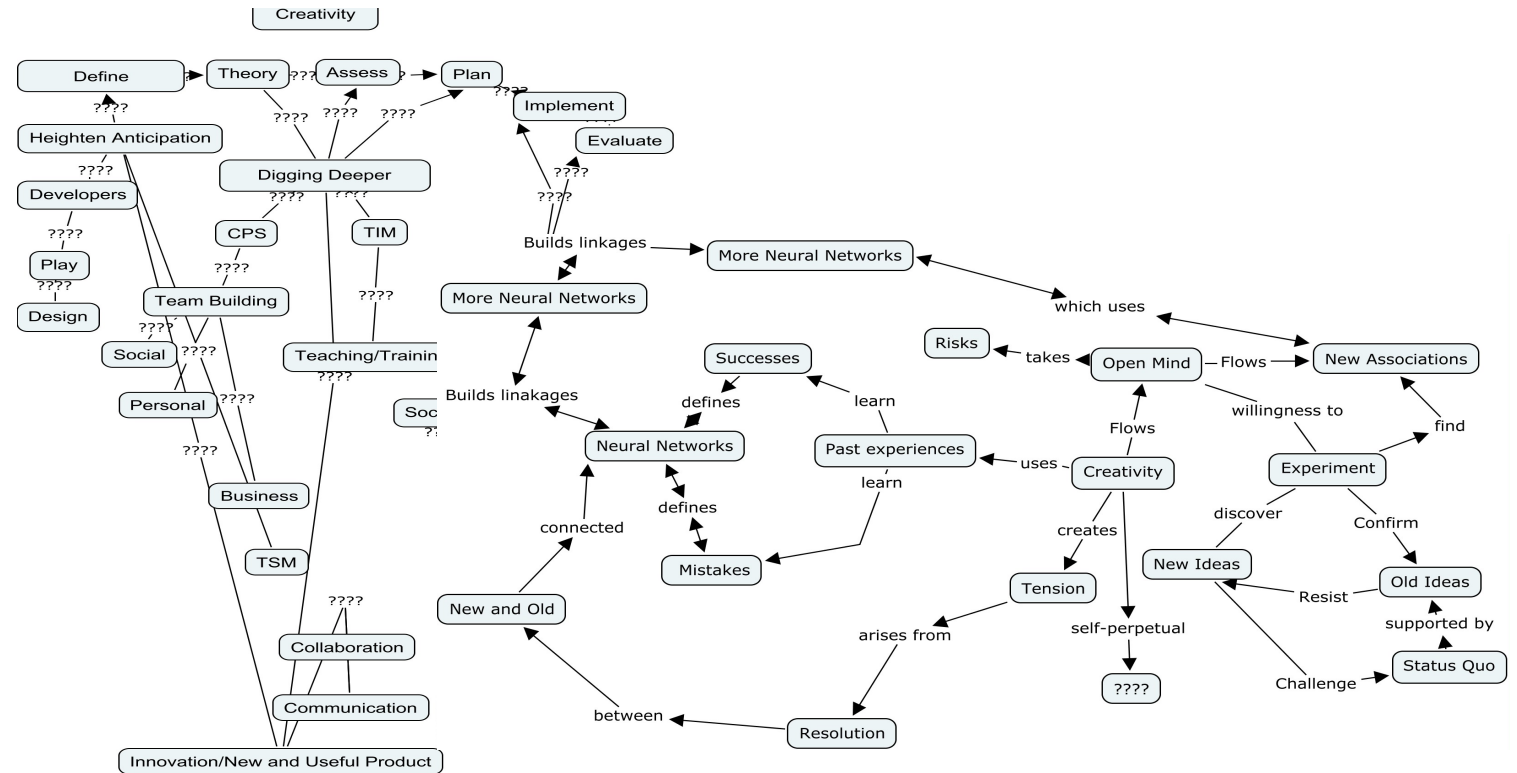
# Psychology



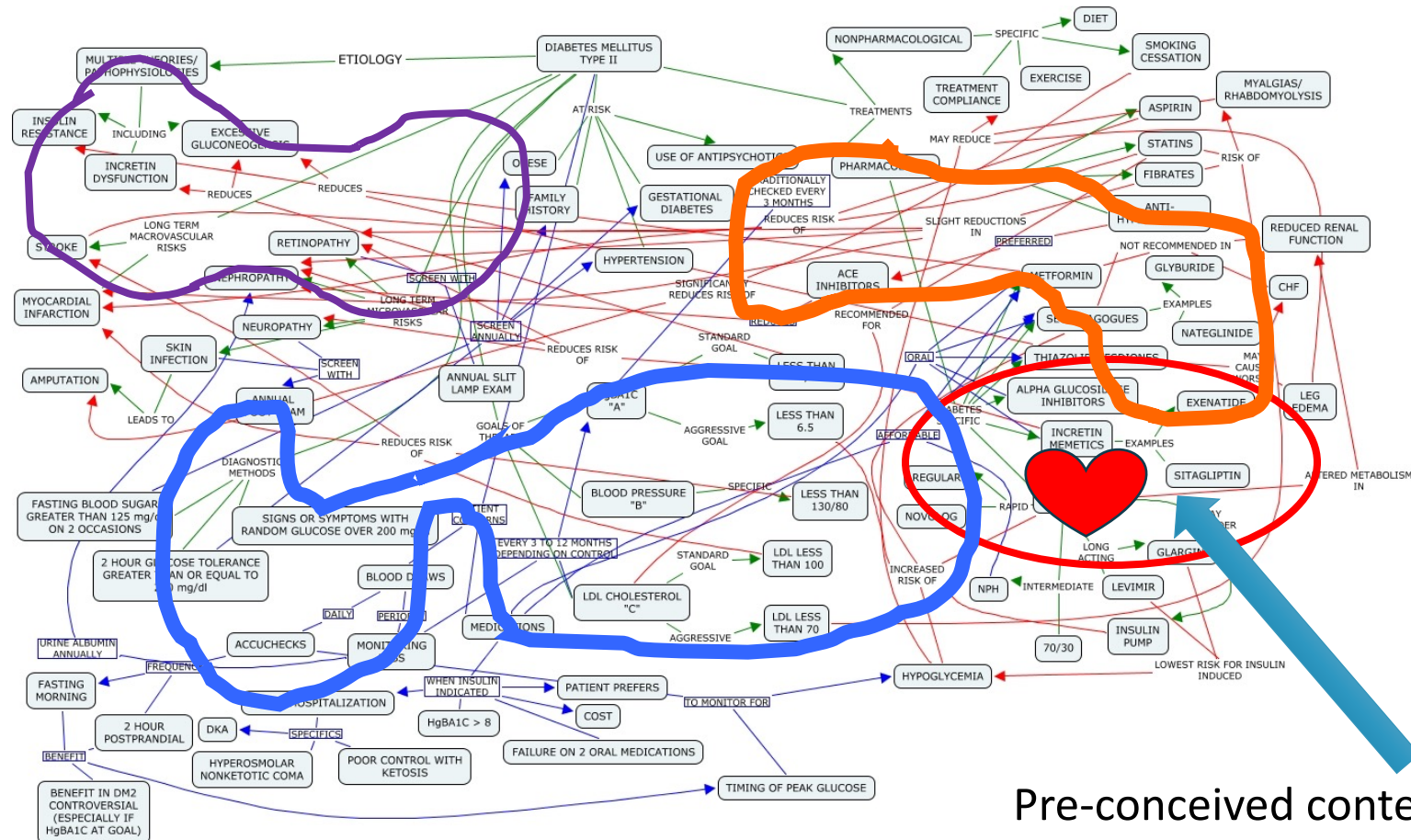
## People, validation and power: democracy in action?



When put together  
we gain a better understanding  
of the construct “creativity”



# Nomological Network



Pre-conceived content

# Collective Nomological Network

The diagram illustrates a collective nomological network for Diabetes Mellitus Type II, showing the relationships between various concepts. The network is organized into several major clusters, each highlighted with a different color:

- Purple Cluster (Left):** Focuses on pathophysiology and complications. Key concepts include: ETIOLOGY, MULTIFACTORIAL PATHOPHYSIOLOGIES, INSULIN RESISTANCE, INCRETIN DYSFUNCTION, EXCESSIVE GLUCONEOGENESIS, REDUCES, LONG TERM MACROVASCULAR RISKS, STROKE, MYOCARDIAL INFARCTION, RETINOPATHY, NEPHROPATHY, NEUROPATHY, SKIN INFECTION, AMPUTATION, LEADS TO, ANNUAL SLIT LAMP EXAM, ANNUAL EYE EXAM, ANNUAL FOOT EXAM, ANNUAL SKIN EXAM, ANNUAL NEURALGIC EXAM, ANNUAL VISION EXAM, ANNUAL BLOOD PRESSURE EXAM, ANNUAL BLOOD SUGAR EXAM, ANNUAL BLOOD CHOLESTEROL EXAM, ANNUAL BLOOD CREATININE EXAM, ANNUAL BLOOD URIC ACID EXAM, ANNUAL BLOOD VITAMIN D EXAM, ANNUAL BLOOD VITAMIN B12 EXAM, ANNUAL BLOOD VITAMIN C EXAM, ANNUAL BLOOD VITAMIN E EXAM, ANNUAL BLOOD VITAMIN K EXAM, ANNUAL BLOOD VITAMIN A EXAM, ANNUAL BLOOD VITAMIN B6 EXAM, ANNUAL BLOOD VITAMIN B9 EXAM, ANNUAL BLOOD VITAMIN B1 EXAM, ANNUAL BLOOD VITAMIN B2 EXAM, ANNUAL BLOOD VITAMIN B3 EXAM, ANNUAL BLOOD VITAMIN B5 EXAM, ANNUAL BLOOD VITAMIN B7 EXAM, ANNUAL BLOOD VITAMIN B11 EXAM, ANNUAL BLOOD VITAMIN B12 EXAM, ANNUAL BLOOD VITAMIN B13 EXAM, ANNUAL BLOOD VITAMIN B14 EXAM, ANNUAL BLOOD VITAMIN B15 EXAM, ANNUAL BLOOD VITAMIN B16 EXAM, ANNUAL BLOOD VITAMIN B17 EXAM, ANNUAL BLOOD VITAMIN B18 EXAM, ANNUAL BLOOD VITAMIN B19 EXAM, ANNUAL BLOOD VITAMIN B20 EXAM, ANNUAL BLOOD VITAMIN B21 EXAM, ANNUAL BLOOD VITAMIN B22 EXAM, ANNUAL BLOOD VITAMIN B23 EXAM, ANNUAL BLOOD VITAMIN B24 EXAM, ANNUAL BLOOD VITAMIN B25 EXAM, ANNUAL BLOOD VITAMIN B26 EXAM, ANNUAL BLOOD VITAMIN B27 EXAM, ANNUAL BLOOD VITAMIN B28 EXAM, ANNUAL BLOOD VITAMIN B29 EXAM, ANNUAL BLOOD VITAMIN B30 EXAM, ANNUAL BLOOD VITAMIN B31 EXAM, ANNUAL BLOOD VITAMIN B32 EXAM, ANNUAL BLOOD VITAMIN B33 EXAM, ANNUAL BLOOD VITAMIN B34 EXAM, ANNUAL BLOOD VITAMIN B35 EXAM, ANNUAL BLOOD VITAMIN B36 EXAM, ANNUAL BLOOD VITAMIN B37 EXAM, ANNUAL BLOOD VITAMIN B38 EXAM, ANNUAL BLOOD VITAMIN B39 EXAM, ANNUAL BLOOD VITAMIN B40 EXAM, ANNUAL BLOOD VITAMIN B41 EXAM, ANNUAL BLOOD VITAMIN B42 EXAM, ANNUAL BLOOD VITAMIN B43 EXAM, ANNUAL BLOOD VITAMIN B44 EXAM, ANNUAL BLOOD VITAMIN B45 EXAM, ANNUAL BLOOD VITAMIN B46 EXAM, ANNUAL BLOOD VITAMIN B47 EXAM, ANNUAL BLOOD VITAMIN B48 EXAM, ANNUAL BLOOD VITAMIN B49 EXAM, ANNUAL BLOOD VITAMIN B50 EXAM, ANNUAL BLOOD VITAMIN B51 EXAM, ANNUAL BLOOD VITAMIN B52 EXAM, ANNUAL BLOOD VITAMIN B53 EXAM, ANNUAL BLOOD VITAMIN B54 EXAM, ANNUAL BLOOD VITAMIN B55 EXAM, ANNUAL BLOOD VITAMIN B56 EXAM, ANNUAL BLOOD VITAMIN B57 EXAM, ANNUAL BLOOD VITAMIN B58 EXAM, ANNUAL BLOOD VITAMIN B59 EXAM, ANNUAL BLOOD VITAMIN B60 EXAM, ANNUAL BLOOD VITAMIN B61 EXAM, ANNUAL BLOOD VITAMIN B62 EXAM, ANNUAL BLOOD VITAMIN B63 EXAM, ANNUAL BLOOD VITAMIN B64 EXAM, ANNUAL BLOOD VITAMIN B65 EXAM, ANNUAL BLOOD VITAMIN B66 EXAM, ANNUAL BLOOD VITAMIN B67 EXAM, ANNUAL BLOOD VITAMIN B68 EXAM, ANNUAL BLOOD VITAMIN B69 EXAM, ANNUAL BLOOD VITAMIN B70 EXAM, ANNUAL BLOOD VITAMIN B71 EXAM, ANNUAL BLOOD VITAMIN B72 EXAM, ANNUAL BLOOD VITAMIN B73 EXAM, ANNUAL BLOOD VITAMIN B74 EXAM, ANNUAL BLOOD VITAMIN B75 EXAM, ANNUAL BLOOD VITAMIN B76 EXAM, ANNUAL BLOOD VITAMIN B77 EXAM, ANNUAL BLOOD VITAMIN B78 EXAM, ANNUAL BLOOD VITAMIN B79 EXAM, ANNUAL BLOOD VITAMIN B80 EXAM, ANNUAL BLOOD VITAMIN B81 EXAM, ANNUAL BLOOD VITAMIN B82 EXAM, ANNUAL BLOOD VITAMIN B83 EXAM, ANNUAL BLOOD VITAMIN B84 EXAM, ANNUAL BLOOD VITAMIN B85 EXAM, ANNUAL BLOOD VITAMIN B86 EXAM, ANNUAL BLOOD VITAMIN B87 EXAM, ANNUAL BLOOD VITAMIN B88 EXAM, ANNUAL BLOOD VITAMIN B89 EXAM, ANNUAL BLOOD VITAMIN B90 EXAM, ANNUAL BLOOD VITAMIN B91 EXAM, ANNUAL BLOOD VITAMIN B92 EXAM, ANNUAL BLOOD VITAMIN B93 EXAM, ANNUAL BLOOD VITAMIN B94 EXAM, ANNUAL BLOOD VITAMIN B95 EXAM, ANNUAL BLOOD VITAMIN B96 EXAM, ANNUAL BLOOD VITAMIN B97 EXAM, ANNUAL BLOOD VITAMIN B98 EXAM, ANNUAL BLOOD VITAMIN B99 EXAM, ANNUAL BLOOD VITAMIN B100 EXAM.



# Challenge:

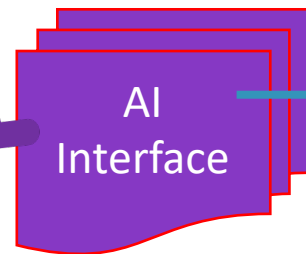
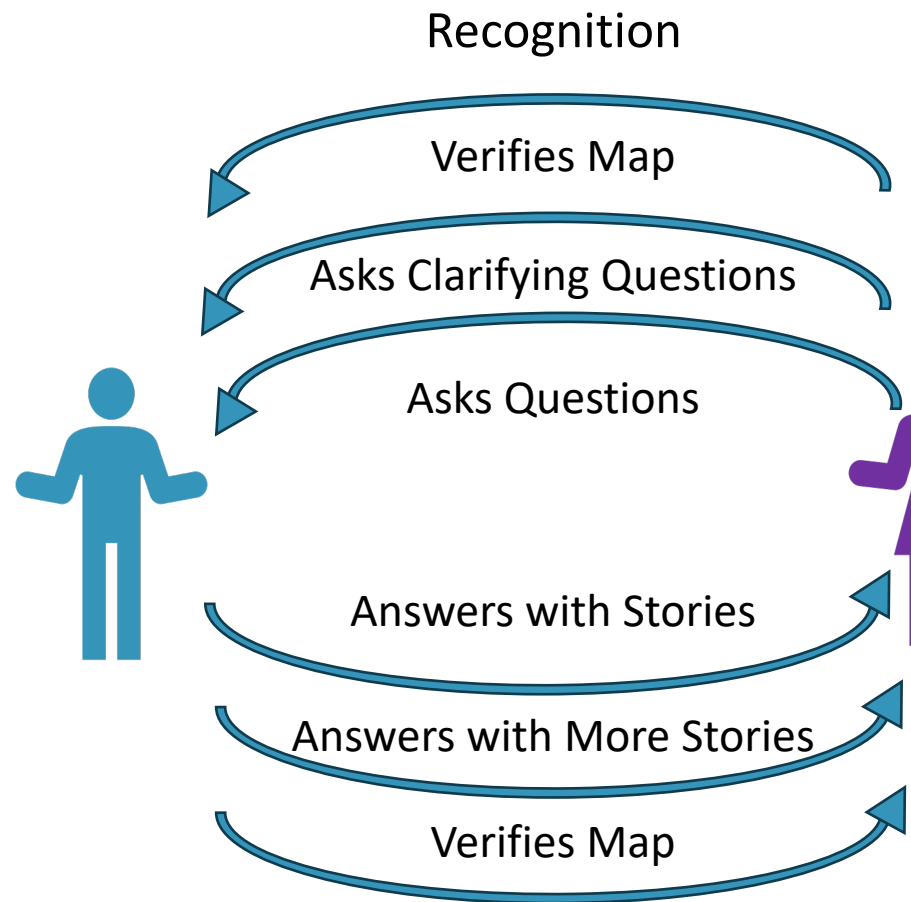
Develop scalable assessments that capture individualized learning

Recognizes & credentials individual learning

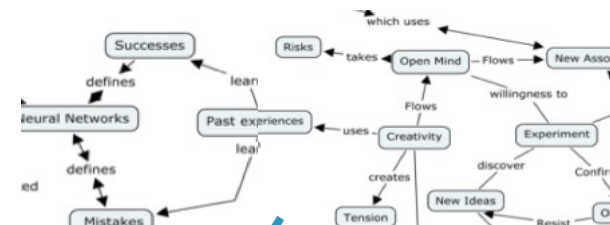
Places learning within a collective knowledge scheme

Allows for the collective knowledge to expand

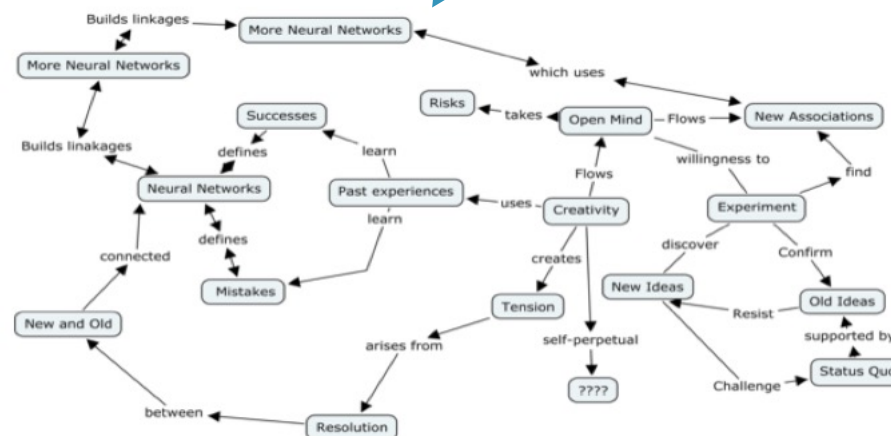




Knowledge, connections, relationships are mapped



Individual map is placed on the collective map



# What do we need?

Good questions

AI interface with learner

AI mapping tool

Generated global maps

Cross mapping (for  
credentialing purposes)

Academic crosswalks

Industry standards



# What do we need?

- Good questions
- AI interface with learner
- AI mapping tool
- Generated global maps
- Cross mapping (for credentialing purposes)
  - Academic crosswalks
  - Industry standards