

## An Introduction and Welcome to the Special Issue

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Welcome to the Summer 2022 special edition of *Intersection: A Journal at the Intersection of Assessment and Learning*, the journal for the Association for the Assessment of Learning in Higher Education (AALHE). This edition focuses on one of the Grand Challenges in Assessment, improving the measurement of student learning, so articles included here discuss student learning assessment in various contexts.



In this edition, we collected articles where assessment practices were used for learning improvement in the following areas:

- Adaptive learning (technology tools that support course content and individual learning)
- Experiential learning opportunities (Lab simulations, field trips, job shadowing, etc.)
- Classroom engagement activities (Case Study Teaching, etc.)
- Co-Curricular Activities (supplemental learning and instruction)
- Measuring metacognitive methods (Formative assessments, Summative assessments, Developmental learning outcomes, ePortfolios, etc.)

Two of the articles in this edition, specifically, integrate the student voice, which has been a missing component in student learning assessment (Bain, 2010). Additionally, three others focus on the integration and use of technology to support student learning assessment and student engagement, which is a critical component of improving student learning over time (Steele, 2015). It should also be noted that two articles emphasize the benefits of AAC&U's VALUE rubrics (McConnell, 2013 & Rhodes, 2011).

Within these links, you will find creative ways to engage students with both old technology (remember Teddy Ruxpin) and new technology (have you seen a lightboard used). Take a dive into the intricacies of adaptive learning technology through a SWOT analysis. Consider how a competency-based curriculum can be leveraged to maximize the benefits of a comprehensive learner record in health professions. Get lost in first-generation college student reflections on the challenges and benefits of Course-based Undergraduate Research Experiences. Explore the learning gains that occur in a co-regulated setting where learners formatively evaluate the instructor. And finally, envision a future where faculty appreciate rubrics as part of the assessment process for institutional learning outcomes and easily report their insights.

We are thankful to these authors and to our readers.

## References

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Steele, G. 2015. Using Technology for Intentional Student Evaluation and Program Assessment. Retrieved 6/5/2022 from NACADA Clearinghouse of Academic Advising Resources website: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Using-Technology-for-Evaluation-and-Assessment.aspx>