Where are you on the spectrum?

Assessment is a community effort. Its principle goal is learning, not classifying or sorting.

Institution-Based Learning							Community-Based Learning
The institution and faculty are the central node.	○	○	○	○	○	○	Learner is the central node; learners include all members of the discourse community (or Community of Practice).
The faculty member is the grading authority.	○	○	○	○	○	○	The community of practice holds the responsibility for assessment, which is in the form of constructive feedback rather than an authority's judgement.
The faculty define the assessment criteria.	○	○	○	○	○	○	Expert consensus from the community of practice validates the assessment instrument.
Feedback to the student is masked by the letter grade.	○	○	○	○	○	○	Students merit direct and unfiltered feedback from the community using criteria that the community has articulated.
Institution is the established credentialing authority.	○	○	○	○	○	○	The community of practice is the implicit credentialing authority; the university is the facilitator of that credentialing and of community building.
The unit of analysis is the course, bounded in time, and brick or virtual (LMS) space.	○	○	○	○	○	○	The unit of analysis is the problem; problems are not bound in time or content.
Problems for students to study are (artificially) constrained by the course and disciplinary boundaries.	○	○	○	○	○	○	Communities identify authentic problems that are interdisciplinry and reach beyond the definition of the course.
Students rarely share their work with, or receive feedback from, public audiences.	○	○	○	○	○	○	ePortfolios built over multiple years are learner owned and used to communicate with, and get feedback from, wider communities.
Faculty are a gatekeeper between the students and the community of practice.	○	○	○	○	○	○	Students are anticipated to join communities of practice; faculty may introduce students to community.
Faculty have all the social capital within both the classroom and the community of practice.	○	○	○	○	○	○	Learning is social and therefore learning builds social capital in communities of practice.

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