

In his influential 2013 blog post “What is Open Pedagogy?” David Wiley passionately opposed what he considered to be disposable assignments (2013). According to Wiley these are assignments “after a student spends three hours creating it, a teacher spends 30 minutes grading it, and then the student throws it away. Not only do these assignments add not value to the world, they actually suck value out of the world” (2013). Building on the Wiley’s criticism of such wasteful assessments of learning, Matthew Bloom advocates for open assignments that provide renewable value beyond the original educational context, either for the learner, other students, or the greater public (2019). One discipline specific example might be, “if students in a history class need to be assessed on their knowledge of the factors leading up to the Second World War, an instructor might assign any number of projects to demonstrate this knowledge, including (to name only a very few) a timeline of events, an oral presentation, or even a simple written report” (Bloom, 2019). Based on these definitions, what are some examples of “sustainable assignments” to provide authentic assessment and deep learning for art history?

References

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