



Assessment for Learning in STEM: Exploring Possibilities for Agency and Action

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Message from the Guest Editors

It has been 25 years since the initial work was undertaken on assessment for learning. It therefore seems timely to revisit and refresh the ideas and consider how they might play out in practice in this post-COVID era.

We are interested in contributions across early years, compulsory schooling, and the tertiary sector. We encourage contributors to pose questions about possibilities for student and teacher agency and action in a context of different theoretical framings, an expansive vision of a curriculum for STEM, and the opportunities and challenges that arise in more diverse STEM classrooms. We acknowledge that there are challenges around equity, diversity, inclusion, differentiation/ streaming, lifelong and lifewide learning, and the issues that flow from colonisation and racism. Papers might include consideration of social and epistemic justice and societal benefit relative to the possible short and longer term consequences of assessment in STEM.





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Message from the Editor-in-Chief

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