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Assessing the “ID” Part of ID-STEM Learning

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Student progress in “interdisciplinary (ID) thinking” is remarkably resistant to many established means of evaluation. A sophisticated skill, such thinking does not fit well into old instruments, like timed exams. In contrast to discipline-specific skill sets, a student’s ability to view problems from multiple-disciplinary perspectives cannot be evaluated in terms of an objective standard, and, therefore, requires both pre- and post-assessment. We will discuss issues related to this matter, and will share potential strategies for effective assessment of student gains in ID thinking.

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