

Summative Assessment Forms in Interdisciplinary Education – a Literary Review

Center for Interdisciplinary Education (INTED), University of Oslo

Report series from students' summer projects

2024



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Summary

This report is based on a limited literature review of different summative assessment forms in interdisciplinary education, centered around the book “Meaningful Assessment in Interdisciplinary Education” by Boor et al. (2021). We use the same understanding of the term “interdisciplinary” as INTED does. We will explore different interdisciplinary assessment criteria, such as one by Boix Mansilla et al. (2009, p. 336).

The legal framework at the University of Oslo (UiO) is broad and allows for a wide variety of summative assessment forms. We will thus provide an extended look at different summative assessment forms. First, we elaborate on different methodologies of summative assessment. We go in-depth on authentic assessment, providing an example from the University of Bergen. The literature will give us a clear indication that more authentic assessments are recommended. We also investigate self-assessment, where the students are to evaluate and reflect upon one’s own contribution and learning progress. We also discuss written assignments, oral and practice assessments, and discuss differences between group-based and individual assessments. We will explore a wide variety of different portfolio assessments.

A common summative assessment is the high-stake single individual summative assessment. The literature (Blom et al., 2021, p. 69) shows that written assessments tend to be favored in interdisciplinary assessments, although without much empirical grounding. Chandra and colleagues (2024) even describe how some assessment forms can be more advantageous for some disciplines. Lattermost, we will discuss and extract our recommendations from this paper. There is a bouquet of different interdisciplinary assessment forms, and they all serve different purposes