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# How to Assess

Since transdisciplinary education is not a regular course with tests and exams, the assessment can be a challenge. Furthermore, if the transdisciplinary team wants to strive for equality between the team members, assessment can be a disturbance in this equality, since most probable teachers need to assess students which causes a hierarchy. Luckily, there are multiple ways to assess within transdisciplinary education.

## Focus on the Process

As mentioned before, the development of competences is most crucial. This enhances that the assessment is happening on longer stretches of time (learning lines). Furthermore, since personal and professional transformation are an integral result of transdisciplinary working – changing the grand challenge at hand by transforming one's own and others' perspective towards the problem – formulating personal learning goals or assessment criteria for all team members (not just students or teachers) is of essential value.

## Reflection

It is important to spend ample time explaining the purpose of reflection to the team members. Reflection is a powerful tool if only used in the right way. As basic premise, it can be stated that effective reflection should follow on actual meaningful experiences – which the grand challenge centered transdisciplinary project

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should be about to create. The exercises are to help the team members set personal goals and expectations and help in achieving them. For example, a first reflection could happen before the program on what the team member is expecting, what they think their strengths and weaknesses are and what competences they want to work on. Throughout the TRAIL you can ask the team members to take that original reflection and examine whether they have made progress or if some things have changed.

## Flexible Frameworks

A form to reflect is through the creation of a portfolio and development interviews (Gulikers, 2023). The book 'Meaningful Assessment in Interdisciplinary Education' could be a form of inspiration for transdisciplinary assessment although it is created for interdisciplinary education.

Additionally, there is the question of who is being assessed and who is assessing. Since the program is in an educational setting, the student should have a sort of assessment. To maintain equality between all participants, other participants should also have some form of assessment. Otherwise, the aim of equality between all participants is shifting if only the student is assessed.