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Sustainable assessment was proposed in 2000 as an idea in higher education that focused on the contribution of assessment to learning beyond the time scale of the course. It was defined as assessment that 'meets the needs of the present and prepares students to meet their own future learning needs'. This paper reviews how it has been discussion and goes on to identify issues to be taken further. It focuses in particular to the need to relate assessment practices to the goal of sustainable assessment and how sustainable assessment can link to ideas such as self-regulation, students' making judgements about their own work and program-level assessment.

Sustainable feedback to support the development of autonomous self-regulated learners

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This conceptual presentation contributes to the theory and practice of feedback in higher education by exploring the notion of sustainable feedback. Feedback is sustainable when students are involved in dialogues in which they use feedback from self, peers or others to develop their capacities as autonomous self-regulating learners. The aim of the presentation is to analyze and exemplify the concept of sustainable feedback. The presentation traces the conceptual origins of sustainable feedback in terms of the notion of sustainable assessment (Boud, 2000) and current thinking (e.g. Nicol, 2013) that the main purpose of feedback in higher education should be to develop students' capacities to make evaluative judgments about their own work and that of others. Classroom practices are reported which exemplify some of the potentials and challenges in implementing sustainable feedback practices. The centrality of assessment task design is a crucial parameter which is highlighted. The significance of the paper is twofold. First, it lies in its contribution to the theory of feedback in higher education through charting sustainability in feedback via links to student autonomy and self-regulation. Second, it explores practical implications for teaching, learning and assessment practice and some of the challenges which arise.

Developing a framework for analysing the sustainability of innovation in higher education

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This conceptual paper presents a framework for analysing innovation sustainability. Located in the literatures of educational leadership, change and complexity, it contends that such an analysis needs to consider how innovations develop in relation to the contextual layers in which they operate, and how this relationship impacts reciprocally on users and the lifespan of innovations. Drawing on the ecological concept of sustainable development, sustainable innovations are evolutionary in nature, adapting over time in response to emergent changes, challenges and needs in a manner that builds capacity and supports the diversity of its users. Examples from an innovative postgraduate programme in educational leadership and change are used to illustrate factors that facilitate and inhibit sustainability.