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An exploration of the assessment experiences of new academics as they engage with a community of practice in higher education

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Abstract

This paper considers a phenomenological research study that attempted to explore how new academics were introduced to the assessment process within a Higher Education context. Two key educational perspectives have shaped the interpretation of the studies findings. These are Nonaka and Takeuchi's [Nonaka, I., Takeuchi, H., 1995. *The Knowledge Creating Company: How Japanese Companies Create the Dynamics of Innovation*. Oxford University Press, New York] model of knowledge conversion and Lave and Wenger's work on communities of practice (1991, 2002). Three key findings emerged from this work. Firstly, the study highlights a number of issues relating to the types of support and guidance that new academics receive. These were divided into formal and informal types that either promoted conformity or facilitated challenge. Secondly, the study suggests that the ways in which experienced academic staff communicate their assessment knowledge and interact with new academics may require further consideration. Finally, the study raises questions about the type of Q1 academic that the organisation would wish to develop.