

Against Rubrics

Fredric W. Swierczek

Thammasat Business School, Thailand

Clemens Bechter *

Thinkingschool Switzerland

Abstract: Assessment rubrics are commonly utilized tools in education designed to standardize grading and provide clarity. However, drawing inspiration from Paul Feyerabend's critique of rigid scientific methods, this paper argues that rubrics, while useful, can impose unnecessary constraints on educational assessment. By exploring the limitations and unintended consequences of rubrics, this paper advocates for a more flexible, context-sensitive approach to evaluation that prioritizes creativity, individual differences, and the complexities of learning. Paul Feyerabend's critique of rigid methodologies and his call for epistemological anarchism provide a valuable lens through which to evaluate and potentially reform higher education programs. His emphasis on methodological diversity, the dynamic nature of education, scepticism of expert authority, and the integration of ethical considerations could help create a more robust, innovative, and socially responsible higher education. By embracing these principles, universities can better prepare students to navigate and lead in an increasingly complex and interconnected world.

Résumé: Les grilles d'évaluation sont des outils couramment utilisés dans l'éducation, conçus pour normaliser la notation et apporter de la clarté. Cependant, en s'inspirant de la critique de Paul Feyerabend à l'égard des méthodes scientifiques rigides, cet article soutient que les grilles d'évaluation, bien qu'utiles, peuvent imposer des contraintes inutiles à l'évaluation pédagogique. En explorant les limites et les conséquences inattendues des grilles d'évaluation, cet article préconise une approche d'évaluation plus flexible et plus sensible au contexte, qui donne la priorité à la créativité, aux différences individuelles et aux complexités de l'apprentissage. La critique des méthodologies rigides par Paul Feyerabend et

son appel à l'anarchisme épistémologique fournissent une perspective précieuse à travers laquelle évaluer et potentiellement réformer les programmes d'enseignement supérieur. L'accent mis sur la diversité méthodologique, la nature dynamique de l'éducation, le scepticisme à l'égard de l'autorité des experts et l'intégration de considérations éthiques pourraient contribuer à créer un enseignement supérieur plus robuste, innovant et socialement responsable. En adoptant ces principes, les universités peuvent mieux préparer les étudiants à naviguer et à diriger dans un monde de plus en plus complexe et interconnecté.

Introduction

"The only principle that does not inhibit progress is: anything goes." (Feyerabend, 2010, p. 23).

Feyerabend described himself as an "epistemological anarchist."

This was a role he intentionally adopted as a provocateur to stimulate critique and reflection on the nature of science and education.

A superstructure identifies the institutional components that guide a particular social system, in this case the Business Education domain (Selva et al, 2017). This includes the framework of teaching and research, the textbook and publication industry that support teaching and the assurance of learning including rubrics. The focus here is on MBA programs which are accredited by the international accreditation agencies.

A major study of the future of the MBA concluded that assessment of learning (AOL) assesses the MBA curriculum to produce students with managerial skills (Moldoveanu and Martin, 2008). From a negative perspective, the direction of Business Schools identified that there was a failure to develop graduates with useful skills, preparation for leadership positions, and a commitment to ethical conduct (Bennins and O'Toole, 2005). The reason for this major failure was that Business Schools emphasize research in the form of academic publications developing the competencies of their graduated to contribute to the economy, society and environment.

From the Feyerabend (2010) perspective, a significant critique of Business Schools is their focus on research as selling ideology as if it were science (Parker, 2018b). The nature of knowledge being produced and disseminated by Business Schools are essentially Pseudo-science, dominated by esoteric theoretical perspective and mathematical models with no practical relevance to business reality (Parker, 2018a; Bennis and O'Toole, 2005). The consequences of this Pseudo-scientific ideology is that faculty are selected, renewed, promoted and rewarded based on research productivity. This reduces the commitment to teaching. The priority is on research and teaching is low priority and a burden. Textbooks, because they make teaching a course less demanding, reinforce the low quality of teaching focused on content but not learning. AOL approaches with an emphasis on rating content in a mechanistic application supports faculty to concentrate their efforts on research rather than participatory learning. In the tradition of Feyerabend (2010), to change the nature of what Business Schools do means doing away with them and starting all over (Parker, 2018a).

Feyerabend's (2010) epistemological anarchism champions diversity in thought and method. Applied to business education, this would mean encouraging a pluralistic approach where multiple perspectives and methodologies coexist. Business Schools should incorporate diverse disciplines such as sociology, psychology, anthropology, and philosophy into their curricula to provide a holistic understanding of business and its societal impacts. This would align with Feyerabend's (2010) belief that progress in knowledge comes from the interplay of various, sometimes contradictory, perspectives. Feyerabend (2010) was sceptical of the authority granted to experts, fearing that it could lead to dogmatism. Business Schools, with their emphasis on credentialism and the authority of faculty and industry leaders, might perpetuate this issue. Feyerabend (2010) would argue for a democratization of knowledge within business education, where students are active participants in the learning process rather than passive recipients of expert knowledge. This could involve more collaborative and experiential learning opportunities, such as projects, internships, and peer-led discussions.

Superstructure: Rubrics

"Science is much more a matter of creativity, intuition, and imagination than it is of a 'scientific method' that involves only logic and reason." (Feyerabend, 2010, p. 9).

This idea challenges traditional assessments of science that prioritize objectivity and rationality. Feyerabend is arguing that scientific progress also relies on subjective, imaginative aspects, which should also be acknowledged when assessing scientific work.

Just as Feyerabend (2010) questioned the hegemony of scientific methods, this paper questions the dominance of rubrics in educational assessment. In academia, assessment rubrics are tools used to evaluate and grade students' performance on various assignments, projects, exams, or other forms of assessment. An assessment rubric typically outlines the criteria and standards for different levels of achievement in various aspects of the work being assessed (Stevens and Levi, 2013). The primary components of an assessment rubric include criteria, levels of performance, and descriptors.

Criteria refer to specific elements or dimensions of the work that are being evaluated. Levels of performance describe varying degrees of quality for each criterion, often arranged on a scale such as excellent, good, fair, or poor. Descriptors should provide detailed explanations of what is expected (Stevens and Levi, 2013). Recent research on assessment rubrics highlights their critical role in enhancing academic performance, fostering engagement, and promoting reflective learning. Rubrics have been shown to be effective tools for clarifying expectations and supporting self-regulated learning, as emphasized in studies like those of Andrade and Du (2024) and Panadero and Jonsson (2023). These researchers underscore the importance of involving students in discussions about rubric criteria, which not only demystifies assessment processes but also boosts their motivation and engagement.

The integration of rubrics in formative assessments has also been explored, with Wollenschläger and Krauss (2024) demonstrating how digital tools combined with rubric-based feedback can personalize learning and improve outcomes. Similarly, Jeong and Reddy (2024) critically examine modern trends in rubric design, identifying challenges such as contextual adaptability and proposing strategies for inclusive and effective rubric usage. Francis

(2024) furthers this perspective by linking rubric use to engagement theory, advocating for their pairing with instructional discussions and additional resources to maximize their impact.

Studies also show that rubrics contribute to the development of higher-order learning skills. Sadler and Green (2023) highlight their potential in enhancing critical and creative thinking, while Alt and Naamati-Schneider (2024) explore their role in fostering lifelong learning skills through reflective practices. In specific contexts, such as medical education, Alizadeh and Mirzazadeh (2024) reveal that rubrics can aid in leadership and teamwork development by providing structured feedback for reflective growth.

Meanwhile, Lee (2024) critiques the use of rubrics in reflective learning journals, focusing on their objectivity and practical challenges. The study notes that while rubrics can streamline grading, misinterpretations by students can limit their effectiveness. Smith and Davies (2023) echo this concern, emphasizing that rubrics alone are insufficient; their true value lies in how they are communicated and engaged with during instructional processes.

The most common arguments for rubrics are:

- To make clear what the assignment requirements are (Lewis et al., 1999),
- To give qualified feedback to students (Huba and Freed, 2000),
- To ensure validity and inter-rater reliability (Rhodes, 2009),
- To save grading time (Stevens and Levi, 2013).

For example, the Centre for Teaching Excellence at the University of Waterloo is encouraging faculty to make use of rubrics. The Centre even encourages the use of co-created rubrics by involving students in the rubric development process (CTE, 2024). However, it is not clear to what these rubrics relate to. Ideally, they should be derived from program goals and relate to learning cycles/levels like Bloom's taxonomy (Anderson and Krathwohl, 2020). Such home-grown rubrics may go against the intended validity.

The repository of iRubric apparently features the largest gallery of rubrics in the world where teachers can simply download their rubrics (Rcampus, 2024).

However, Rubrics should be fine-tuned to a specific course and derived from the course objectives or learning outcomes which in turn should be derived from program goals which in turn should be

derived from the overall mission and vision of an institution of higher education. In reality this is rarely the case. Assessment rubrics are often generated ad hoc (or downloaded from iRubric). Furthermore, a critical issue is the potential for misalignment between rubrics and learning objectives/outcomes. If the rubric criteria are not well-matched to the goals of the assignment (and the course objectives/outcomes), they can misguide both teaching and learning efforts. This misalignment can result in students focusing on aspects of the task that are not truly central to the learning objectives, thereby diluting the educational value of the assignment. The terms "learning outcome" and "learning objective" are often used interchangeably in educational contexts, but they have distinct meanings and serve different purposes in the learning process. Learning objectives focus on the teaching process and what the instructor aims to cover. Learning outcomes focus on the learners' performance and the end-results of instruction.

"The idea that a method contains firm unchanging and absolutely principles for conducting the business of science meets considerable difficulty in reality"
(Feyerabend, 2010, p. 33).

Below we will show how rubrics can kill creativity, encourage surface learning, and fail to capture the complexity of student learning. Their inflexibility, potential for subjectivity, and focus on product over process undermines their effectiveness as assessment tools. All below cited sample rubrics are taken from triple crown accredited (AACSB, AMBA, EQUIS) business schools.

At US universities Bloom's Taxonomy is widely used in educational assessment and many U.S. business schools incorporate Bloom's Taxonomy into their curricula and assessments. While specific references to Bloom's Taxonomy might not always be explicitly stated in public documents, the principles are often embedded in their educational approaches with the Cognitive Process Dimensions (Anderson and Krathwohl, 2020):

- Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

- Applying: Carrying out or using a procedure in a given situation.
- Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.
- Evaluating: Making judgments based on criteria and standards.
- Creating: Putting elements together to form a novel, coherent whole or making an original product.

In Europe, the Dublin Descriptors form a given set of generic statements used to describe the learning outcomes at each level of higher education (Curaj et al., 2020). For example at the Master's level there are 5 dimensions:

- Knowledge and understanding: Graduates should demonstrate knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the Bachelor's level.
- Applying knowledge and understanding: They should be able to apply their knowledge and understanding, as well as problem-solving abilities, in new or unfamiliar environments.
- Making Judgments: Graduates should be able to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information.
- Communication: They should be able to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences.
- Learning Skills: They should possess the learning skills that enable them to continue to study in a manner that may be largely self-directed or autonomous.

While it is not legally mandatory to use the Dublin Descriptors, adhering to them is often necessary for recognition and accreditation by European accrediting bodies. Comparing Blooms taxonomy and the Dublin Descriptors there are no big differences. Both have in common that they are structured as a hierarchy, with higher-order thinking skills like analysis and synthesis at the top. Such rigid structures oversimplify the complex nature of learning. They do not address other aspects of learning, such as emotional intelligence, creativity, or social skills.

At first sight these imposed superstructures seem to make assessments more transparent and comparable. However, there are situations when they are inappropriate. For example, discussion Board (Forum) contributions are assessed using these descriptors. The criteria “Evaluating” (Bloom) and “Making Judgments” (Dublin Descriptors) could read as follows:

“A Student makes proper use of induction (relate own experience to theory) and deduction (relate theory to own experience) and/or challenges point of views of student colleagues.”

But where does the timeliness of a posting come in? It makes a difference whether a posting comes at the very end and nobody will read it or at the beginning of a discussion. How can an instructor “measure” postings? Is one excellent posting equivalent to 10 good ones? There is no “timeliness” dimension in Bloom’s/Dublin’s taxonomy.

Rubrics kill assessment flexibility. Especially executive students like to combine their work experience with their course work and elaborate on something that they can use in their job. Assuming that an instructor gives the options of answering case questions of a given case or letting students write their own case about their company or even do a company project as an Individual Assignment, it will need 3 different assessment rubrics. The results cannot be compared because the weights of the criteria will differ. For each personalized assignment it will also need new and different criteria. This is not conform with pre-defined tasks and their pre-defined rubrics. Rubrics encourage conformity rather than innovation. Students may focus on ticking off the rubric boxes rather than exploring unique or creative approaches to their assignments.

*“Science should be taught as one view among many
and not as the one and only road to truth and reality.”*
(Feyerabend, 2010, p. 238).

A rigid rubric may not accommodate diverse ways of demonstrating understanding or skill, leading to unfair evaluations of students who approach tasks differently. This inflexibility is detrimental in diverse classrooms where students come from different backgrounds and consequently have different ways of expressing their knowledge. For example, the rubric “Students use correct English spelling and grammar” puts participants from disadvantaged backgrounds at a disadvantage as it may not account

for the varying levels of exposure to proper English. Cultural differences should also be considered (Swierczek and Bechter, 2008).

Rubrics can also lead to an over-simplification of complex skills and understandings. By breaking down tasks into discrete criteria, rubrics can reduce complex activities into simplistic checklists. This reductionist approach may fail to capture the depth and complexity of student learning. For example, the rubric “Students are able to collect their own data and/or research papers to support their recommendations” may be applicable to an existing product but not to a completely new market because there are no data available.

Moreover, rubrics can encourage surface learning rather than deep understanding (Marzano, 2010). When students are focused on fulfilling specific rubric requirements, they may prioritize getting good grades over truly understanding the material or developing critical thinking skills. This can result in a shallow engagement with the content, where students are more concerned with performing well according to the rubric rather than achieving a deep, meaningful understanding of the subject matter.

From a practical standpoint, rubrics can be extremely time-consuming for teachers (Andrade, 2005). Developing detailed rubrics, explaining them to students, and applying them consistently can require a significant investment of time and effort. This can be particularly burdensome for teachers who already have a heavy workload. Furthermore, providing feedback that aligns with the rubric criteria can also be time-consuming, potentially taking away from other important teaching activities. The actual implementation on a digital platform can represent numerous challenges to developers and users while issues related to technical limitations of digital platforms (such as LMS) are yet to be solved (El Boudamoussi, 2022).

Despite their aim to be objective, rubrics are not immune to subjectivity in interpretation. Different teachers might apply the same rubric inconsistently, leading to potential grading inequities. Similarly, students may interpret the criteria differently, leading to confusion and frustration. The authors were part of a larger group of around 30 professors at a graduate business school and had to assess the same assignment. The awarded grades varied from A to F – for an identical assignment. The topic was about executive salaries. One cluster looked at the conclusion (are they overpaid? yes/no) while the other cluster looked at the string of arguments given by the student leading to the conclusion - no matter what the conclusion was. One professor even argued that he himself did some

research on the topic and any answer that did not comply with his own mindset resulted in a poor grade.

Rubrics can also reduce student autonomy. By providing specific guidelines on what is expected, rubrics limit students' opportunities to make decisions about their learning processes and outputs. This can hinder the development of self-regulation and independent thinking skills, which are crucial for lifelong learning and success (Li et al., 2020).

Rubrics emphasize the final product over the learning process. This focus can devalue the importance of effort, improvement, and the learning journey itself. Students may feel that their hard work and progress are not adequately recognized if the final product does not meet the rubric's criteria (Bower, 2014; Stevens, 2007; Kohn, 2006; Westfield, 2006).

Rubrics have the potential to demotivate students. If students perceive rubrics as overly prescriptive or punitive, they may feel discouraged, particularly if they consistently struggle to meet the detailed criteria. This can negatively impact their engagement and enthusiasm for learning, leading to a decline in academic performance and overall motivation (McClure and Schunk, 2020).

Accrediting institutions such as AACSB, EQUIS, AMBA, FIBAA etc. cement such inflexibility by insisting on perceived objective assessment rubrics. They emphasize on standardization and adherence to specific criteria, which can kill innovation and creativity in education. Institutions may focus on meeting the accreditation requirements rather than pursuing innovative or experimental educational practices (Ghoshal, 2005).

Superstructure: Textbooks

"Rationality, science, and truth are no longer, if they ever were, the objective standards that we can appeal to in order to make an assessment." (Feyerabend, 2010, p. 114).

This quote critiques the idea that there are fixed standards for evaluating knowledge or science as often manifested in textbooks. Feyerabend (2010) suggests that rationality and truth are more fluid concepts.

Textbooks, as standardized repositories of knowledge, play a central role in formal education, but they also embody many of the

characteristics Feyerabend (2010) critiqued: rigid methodologies, authoritative knowledge, and a lack of intellectual diversity.

This textbook industry focuses on knowledge, primarily consisting of a collection of theories, approaches, and perspectives from the past. It rarely includes current information and rarely addresses the future. The textbook method allows teachers to deliver information without engaging students in active learning. For instance: Luthans, F. et al. (2024). *International Management, Culture, Strategy, and Behavior*. McGraw-Hill, 12th edition, 14 chapters with cases, over 600 pages, priced at US \$70, with an e-support platform costing \$156.

This includes:

- LMS integration
- Slides
- Instructor resources
- Questions and test bank
- Adaptive assignments
- Student progress reporting analytics
- Essay prompts
- Interactive exercises
- E-book access
- Remote proctoring
- Subject-specific tools

All the instructor needs to do is teach the material and sign off on the grade sheet according to the rubrics. Feyerabend's (2010) critique of rigid methodologies directly applies to textbooks, which often present information in a structured, linear fashion. Textbooks are designed to guide students through a specific curriculum, enforcing a standard way of understanding a subject. Feyerabend (2010) would argue that this standardization limits the scope of inquiry and discourages critical thinking and creativity. He believed that knowledge is not a fixed body of facts but a dynamic process that thrives on diverse methods and perspectives. Textbooks, in their attempt to be comprehensive and authoritative, can inadvertently stifle the exploration of alternative viewpoints and methodologies.

Textbooks are often seen as authoritative sources of knowledge but must not be the sole focus of education. Instead, they should be complemented by activities that promote critical thinking such as debates, discussions, and projects that require students to apply and reflect what they have learned. Feyerabend (2010) would likely

support experiential learning opportunities such as reality shows (see Conclusions) to foster a more engaging learning environment.

To align with Feyerabend's (2010) ideas, the use of textbooks in education would need significant reform. Educators should present textbooks as one of many resources rather than the core source. Students should be encouraged to seek out alternative sources. This approach would help students develop a more critical understanding of the subject matter.

Superstructure: Journal Publications

'Tradition, authority, and consensus are not guarantees for the correctness of scientific knowledge. We must test and assess knowledge independently of these factors.'
(Feyerabend, 2010, p. 225).

Feyerabend (2010) cautions against placing too much weight on traditional forms of authority when evaluating knowledge. Assessments should be independent and critical, not just based on conventional wisdom. Another example of the academic superstructure is journals. The academic journal business is often hierarchical with a small number of top-tier impact factor journals holding a major influence over what is considered legitimate research. Feyerabend (2010) would critique this concentration of authority. He would call for a more democratic and inclusive publication landscape where a wider range of journals including open-access and less prestigious ones are given equal respect.

While official assessments are based on peer review, the reality often diverges from this ideal. To understand the publishing system, one must begin with the publishers, who are profit-oriented. To boost article sales, they pressure their editors-in-chief (EICs) to improve the journal's ranking. Ranking can mean being indexed in databases like Scopus or, even better, having a Clarivate impact factor; the higher the ranking, the more articles can be sold, generating more revenue. To climb the ranks, EICs tend to favor papers that have high citation potential. This often translates to a bias towards accepting papers from well-known authors. Early-career researchers struggle to get their work accepted in journals due to a lack of established reputation or connections.

The EIC ultimately decides whether a paper is rejected (even if it received positive peer reviews) or accepted (even without peer review). Most authors believe that reviewers are the ultimate

authorities, but in reality, it is the EIC who, at the same time, must also demonstrate the ability to increase the publisher's profit by boosting the impact factor. A higher impact factor usually leads to higher revenue through increased subscription fees and bundled sales and licensing deals with libraries and other institutions. The EIC is also aware of past reviews and knows which reviewers are stricter and which are more lenient, allowing the selection of lenient reviewers for papers the EIC wants to see published (though EICs could accept these papers without review). By selecting reviewers who are known to have favorable views toward certain methodologies can skew the publication outcomes. Reviewers can also act unethically by requesting authors to cite their own publications in revisions. This is difficult to detect when reviewers include a DOI without an author's name. An author who got caught doing so, simply asked the question whether it is ethical that he is asked to review for free whereas publishing houses make money on it; he regarded the citation of his work as compensation for time invested.

While impact factor remains a dominant metric, there is a growing movement towards using alternative metrics (altmetrics) that capture the broader impact of research through mentions in social media, policy documents, and other platforms. This can provide a more holistic view of a journal's influence.

Conclusions

"There is no reason why we should restrict ourselves to one particular approach in the evaluation of theories. Different methods, even contradictory ones, can coexist and contribute to our understanding of the world."(Feyerabend, 2010, p. 17).

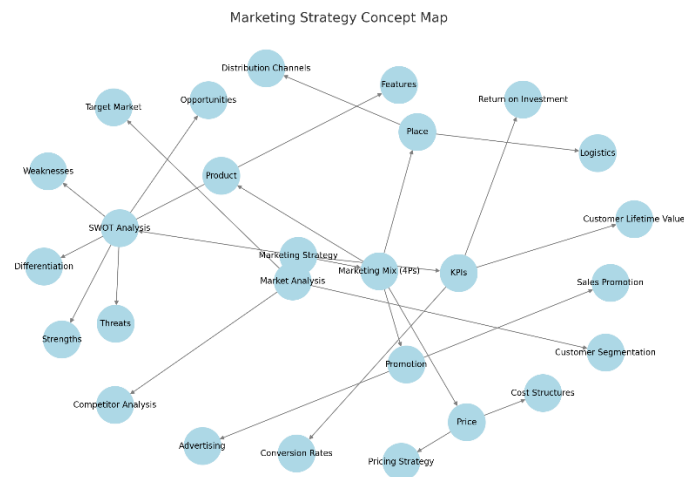
In the context of assessing scientific theories, Feyerabend (2010) argues that a pluralistic approach, one that embraces multiple methodologies, should be used rather than sticking to a single 'correct' method.

Many academic journals are managed by large publishing houses that charge high subscription fees which limits the access to knowledge. This creates barriers for researchers from poorer institutions and countries contradicting the idea that knowledge should be available to everyone. Feyerabend (2010) would likely support more open-access journals and platforms that make

research findings freely available, promoting the exchange of ideas. This paper also supports a more flexible approach to assessment, in line with Feyerabend's (2010) argument for methodological pluralism. Instead of sticking strictly to rubrics, educators should consider alternative methods that address the complexities of learning. Alternative assessment methods that provide a comprehensive view of students' abilities and foster learning experiences include:

1. Peer Assessment: Students evaluate each other's work, encouraging collaboration and critical thinking. Most MOOCs use peer assessment, and platforms like Peergrade, CATME, and SPARKPLUS offer structured frameworks for it.
2. Self-Assessment: Students reflect on and evaluate their own work, helping them understand their strengths and areas for improvement.
3. Portfolios: Students compile a collection of their work over time, showing their learning progress, skills, and achievements.
4. Concept Maps: Students create visual diagrams that show the relationships between concepts, helping assess their understanding. As an example: a concept map could be about marketing strategy. From the core "marketing strategy", key branches would extend to the major components, which can then be further broken down into subcomponents, see Figure 1.

Figure 1: Sample Map



The concept map visually showcases the student's grasp of interrelations between marketing components. It demonstrates an understanding of hierarchical thinking from macro-level strategy to micro-level tactics. Students can add examples, such as specific case studies or real-world companies, to show applied knowledge. The instructor can assess depth of analysis by examining how detailed and accurate the sub-branches are. This approach provides a clear, visual representation of the student's comprehension of the topic, making it a highly effective assessment tool. Grading a concept map assignment should focus on both the content and the structure, emphasizing how well the student demonstrates his/her understanding of the topic and organizes his/her ideas.

5. Journals or Logs: Students keep regular written records reflecting on their learning experiences.
6. Interviews or Oral Exams: Students discuss their understanding and reasoning with an instructor, allowing for deeper assessment.
7. Creative Works: Students create artwork, music, or other outputs that demonstrate their understanding in a non-traditional format.

8. Digital Badges: Students earn digital badges for mastering specific skills or achieving milestones, which can be shared outside the classroom.
9. Personal Learning Contracts: Students outline their own learning goals, methods, and evaluation criteria. The evaluation criteria could be based on Relative Progress Assessment where the focus is on how much each student has improved taking their initial level of performance and then comparing it to their final results i.e. measuring the difference. This could be done in a 360 degree way by amalgamating self-, peer- and instructor-assessment.
10. Quasi Reality Show: Teams face business challenges reflecting real-world issues startups encounter. These challenges provide hands-on experience, and guest judges from the business community offer feedback, bridging the gap between academic knowledge and industry. Such unexpected scenarios require students to act quickly and develop innovative solutions. This aspect of the assessment reflects the unpredictable nature of the business world where adaptability and resilience are key to success. In conclusion, the Quasi Reality Show assessment represents a paradigm shift in business education. It bridges the gap between academic theory and practical application. This innovative approach not only prepares students for the challenges of the business world but also inspires them to think creatively. Such approach would be impossible in an accredited program. Typically, the weight of a group assignment must not exceed 25 percentage of the total course grade to ensure that individual contributions and competencies are adequately assessed. However, group assignments are more realistic than individual assignments because teamwork is more crucial in the real business world.

Feyerabend (2010) would likely view the hierarchical structure of universities, where knowledge and authority are concentrated in the hands of a few faculty members and administrators, as well as the academic publishing industry, as detrimental to the intellectual development of students. These superstructures tends to promote a top-down approach to education, where professors are seen as the ultimate authorities. Feyerabend (2010) would argue that this inhibits critical thinking and creativity, as students are discouraged

from questioning the established norms and theories imparted by their instructors.

References

- Alizadeh, M., & Mirzazadeh, A. (2024). Rubrics and leadership development: A study in medical education. *Teaching and Learning in Medicine*, 30(1), 76-83.
- Alt, D., & Naamati-Schneider, L. (2024). Reflective learning and rubrics: A sequential study on lifelong learning skills. *Frontiers in Psychology*, 13, 707168.
- Andrade, H. L., & Du, Y. (2024). Rubrics and student performance: Insights from meta-analysis. *Assessment in Education: Principles, Policy & Practice*.
- Andrade, H. L. (2005). The practical challenges of implementing rubrics in higher education. *Practical Assessment, Research & Evaluation*, 10(3), 1-11.
- Anderson, L. W., & Krathwohl, D. R. (2020). *Applying Bloom's taxonomy in the classroom: A practical approach for teachers*. Routledge.
- Bennis, W., & O'Toole, J. (2005). Have business schools lost their way? *Harvard Business Review*, 83(5), 96-104.
- Bower, J. (2014). The case against rubrics. *Educational Leadership*, 71(6), 36-40. CTE. (2024). *Centre for Teaching Excellence, University of Waterloo*. <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/rubrics-useful-assessment-tool>, accessed: 12/6/24.
- Curaj, A., Deca, L., & Egron-Polak, E. (Eds.). (2020). *The European Higher Education Area: Between critical reflections and future policies*. Springer International Publishing.
- El Boudamoussi, S. (2022). Using Criteria-Based Assessment Rubrics for Online Marking: Technological and Pedagogical Challenges. *Journal of Higher Education Theory and Practice*, 22(8).
- Feyerabend, P. (2010). *Against method: Outline of an anarchistic theory of knowledge* (4th ed.). Verso. (Original work published 1975).
- Francis, M. P. (2024). Linking rubrics and academic performance: An engagement theory perspective. *Journal of University Teaching & Learning Practice*.

- Ghoshal, S. (2005). Bad management theories are destroying good management practices. *Academy of Management Learning & Education*, 4(1), 75-91.
- Huba, M. E., & Freed, J. E. (2000). Using rubrics to provide feedback to students. In *Learner-centered assessment on college campuses* (pp. 151-200). Boston: Allyn & Bacon.
- Jeong, H., & Reddy, M. (2024). Rubrics revisited: A critical review of contemporary trends. *Educational Assessment Quarterly*.
- Kohn, A. (2006). The trouble with rubrics. *English Journal*, 95(4), 12-15.
- Lee, R. L. (2024). Rubrics for reflective learning journals: A critical evaluation. *Journal of Business Education Research*, 18(2), 3-15.
- Lewis, R., Berghoff, P., & Pheeney, P. (1999). Focusing students: Three approaches for learning through evaluation. *Innovative Higher Education*, 23(3), 181-196.
- Li, J., Yang, R., & Zhang, X. (2020). Lifelong learning in the 21st century: Concepts and trends. *International Journal of Lifelong Education*, 39(3), 235-247.
- Marzano, R. J. (2010). *Formative assessment and standards-based grading: The classroom strategies series*. Marzano Research Laboratory.
- McClure, L. M., & Schunk, J. R. (2020). The unintended consequences of using rubrics in education: Exploring students' perceptions. *Educational Assessment, Evaluation and Accountability*, 32(2), 169-185.
- Moldoveanu, M., & Martin, R. (2008). Introduction to the future of the MBA and the MBA of the future. *Oxford Academic*. Retrieved from <https://academic.oup.com>
- Panadero, E., & Jonsson, A. (2023). Beyond fairness: The role of rubrics in promoting student engagement and feedback utilization. *Studies in Educational Evaluation*.
- Parker, M. (2018a, April 27). Why we should bulldoze the business school. *The Guardian*. Retrieved from <https://www.theguardian.com>
- Parker, M. (2018b). *What's wrong with management education*. Pluto Press.
- Rcampus. (2024). *Rubrics on Rcampus*. Retrieved from <https://www.rcampus.com/indexrubric.cfm>, accessed: 12/6/24.

- Rhodes, T. (2009). *Assessing outcomes and improving achievement: Tips and tools for using the rubrics*. Washington, DC: Association of American Colleges and Universities.
- Sadler, R., & Green, P. (2023). The effect of rubric engagement on higher-order learning outcomes. *Assessment & Evaluation in Higher Education*.
- Sleva, J., et al. (2017). Structure and superstructure in complex social systems. *Systems*, 5(2), 52.
- Smith, J. L., & Davies, R. T. (2023). Rubric-driven learning: Transformative impacts on academic performance. *Journal of Educational Research and Practice*, 25(1), 43–57.
- Stevens, D. D. (2007). Developing and using rubrics for assessing, grading, and improving student learning. *The Journal of Effective Teaching*, 7(1), 3-14.
- Stevens, D. D., & Levi, A. J. (2013). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Stylus Publishing, LLC.
- Swierczek, F., & Bechter, C. (2008, October 13–15). Cultural features of e-learning. In *Proceedings of the IADIS International Conference on Cognition and Exploratory Learning in Digital Age (CELDA 2008)* (best paper award). Freiburg, Germany.
- Westfield, N. L. (2006). Beyond the essay: Making student thinking visible in the humanities. *Liberal Education*, 92(2), 46-53.
- Wollenschläger, M., & Krauss, S. (2024). Improving formative assessments with rubrics and analytics. *Frontiers in Education*, 12(4), 156-175.

Author and Affiliation

Dr. Clemens Bechter
Associate Professor
Thinkingschool Switzerland
Email: bechter@gmail.com
ORCID: 0000-0002-5919-9048

Author and Affiliation

Dr. Fredric W. Swierczek
Director of Master of Business Administration Program in Global Business Management
Thammasat Business School
Email: fredric@tu.ac.th

