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This volume reconsiders the problem
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Transdisciplinary assessment research brings together collaborators who draw on the strengths of their differing backgrounds and expertise in order to address high-stakes complex socially-

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relevant problems. Traditional treatments of context in language assessment research have generally been informed by individualist cognitive theories within measurement and psychometrics. The additive potential of alternative social

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theories, including theories of genre, situated learning, distributed cognition, and intercultural communication, has largely been overlooked. In this book, the benefits of socio-theoretical reconsiderations of context are discussed and further

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exemplified in transdisciplinary research studies that investigate the use of assessment in classroom and workplace settings. The book offers a renewed view of context in arguments for the validity of assessment practices, and will be of interest to

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work; "Copy Cataloging" reflects the ever increasing need to be more efficient and also to save limited funds for technical services activities; "Overview and Decisions" addresses the issue of why and how the local OPAC has become a gateway to the

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