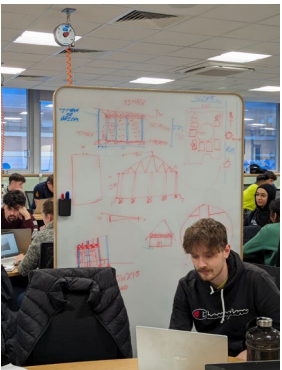




Useful reflections on the student response and their performance to Inclusive Assessment

Content



What is the problem?
PBL project case study module
Why inclusive assessments?
Student response
Module outcomes
Lessons learnt and advice



Background



This presentation reflects on my experience of incorporating inclusive coursework assessments on a PBL engineering design project module over a two-year period at Cardiff University

Final Year Structural Engineering PBL Design Project

- ❖ 140 Level 6 students
- ❖ Architectural, Civil, Environmental
- ❖ Self-selected cohort groups of 6-8 students
- ❖ Student learning hub (multi-storey building) concentrating on sustainability and net zero
- ❖ 10 credits – single semester

Individual submission

60%

Team review submission

40%

Written technical report

Physical infrastructure

Basic power requirements

Basic building services

Cultural and pedagogical context

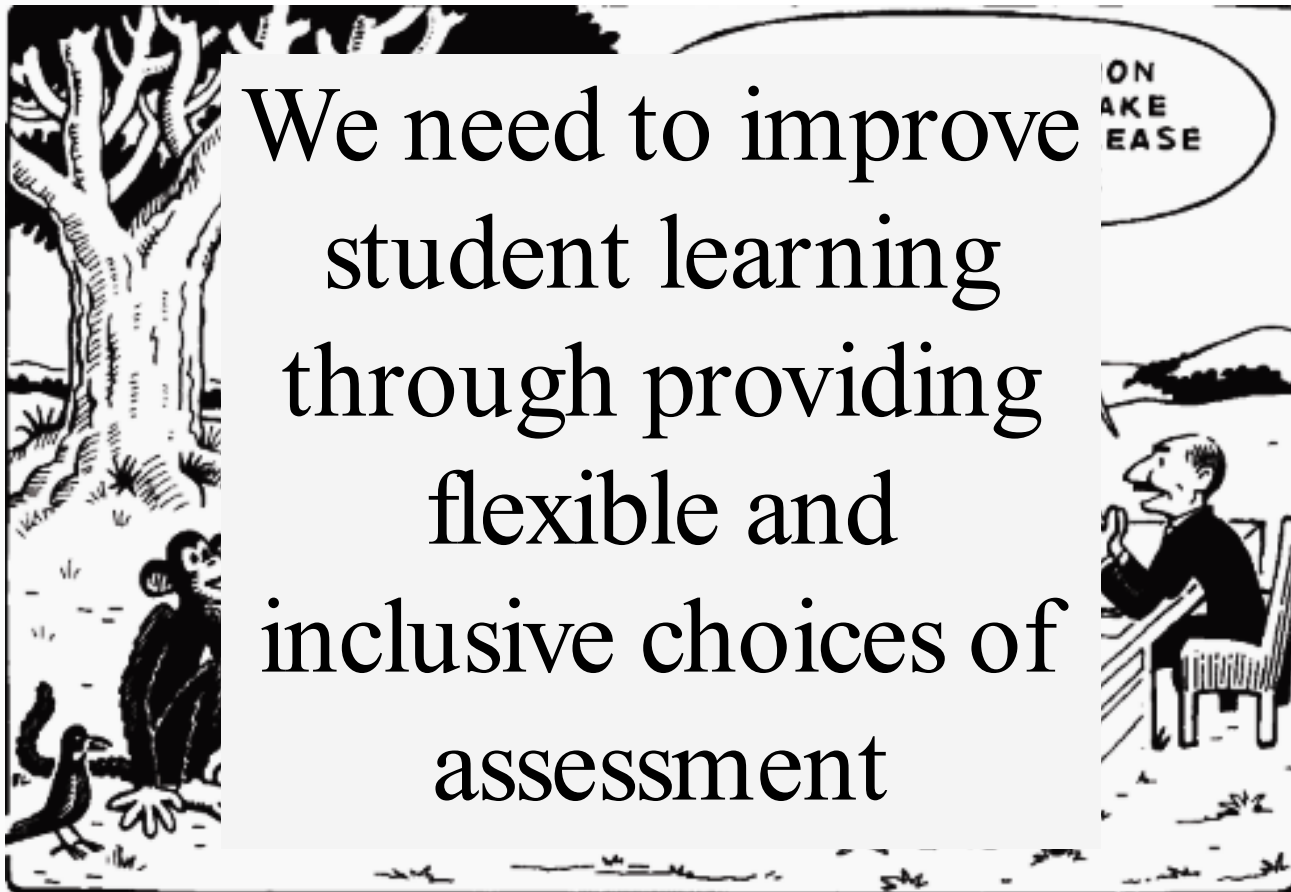
Personal aspirations

What is the problem?

Give ALL learners the opportunity to demonstrate their learning



Students choose assessments best suited to evidence their knowledge and understanding



Accessible



Why inclusive assessments?

Every student should have an equal opportunity to demonstrate their achievement and potential' (CU 2022)

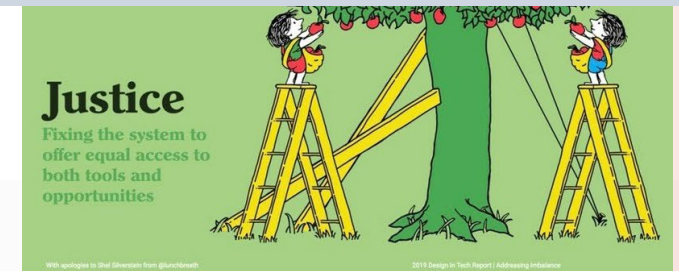
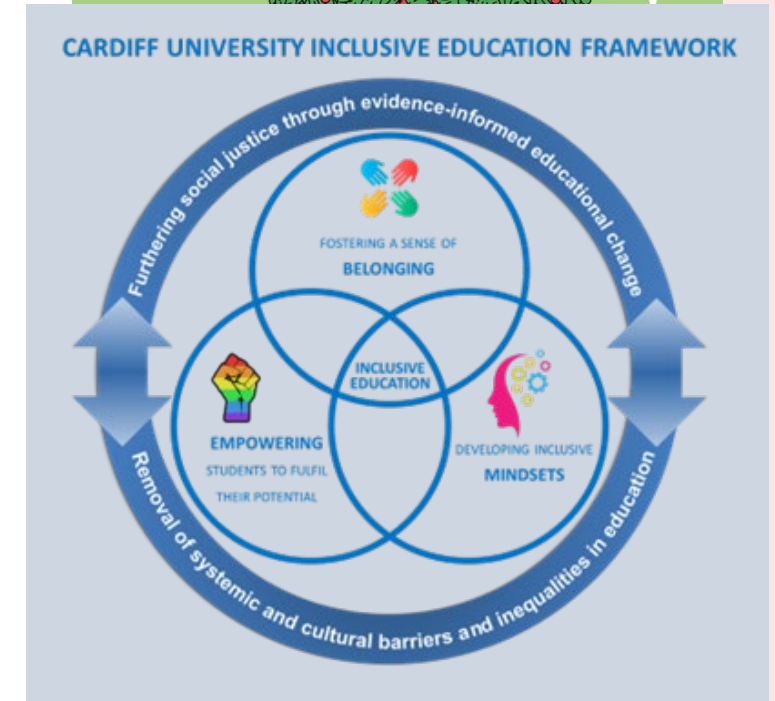
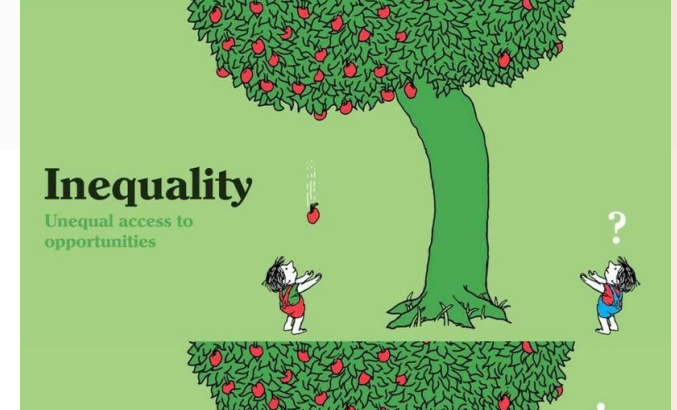


Sense of belonging



Developing inclusive mindsets

Empowering potential



Ceri Morris MorrisC38@cardiff.ac.uk

Equality, equity and justice (Bali 2020b).

Pedagogical guidance

see bibliography

Educational equality and equity

Equivalence of workload between formats

Fairness

Wider and long-term benefits to students

‘designing...assessment methods so that students...have an equal opportunity to demonstrate their learning against the same standards’

Ashworth et al (2010)

I created a range of diverse but customized authentic assessments for EVERY student while still satisfying the same module learning outcomes (LOs)

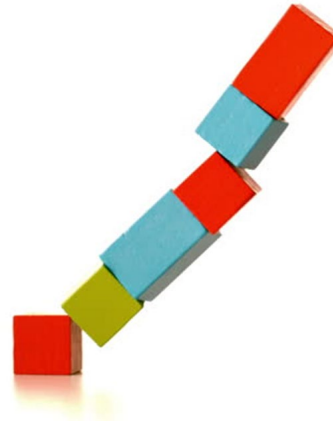
Flexible assessment options explored

Written technical report

- Module Learning Outcomes (LOs)

Options

- ❖ Presentations – live
- ❖ Videos – recorded
- ❖ Storyboards
- ❖ Digital simulations – models
- ❖ Physical models
- ❖ Animation
- ❖ Student suggestions



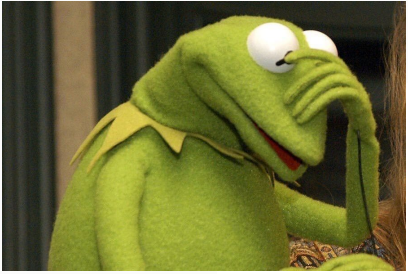
- ♦ Maintaining LOs
- ♦ Equivalence between formats
- ♦ Assessment literacy
- ♦ Support

Creating inclusive assignments - tips

- ❖ Transparency – upfront LOs and marking scheme/ criteria
- ❖ Provide workload equivalence between diverse assessment formats
- ❖ Highlight word-count equivalence (WCE) including duration
- ❖ Diverse assessment formats for PBL

Assessment Type	WCE	<u>Notional</u> Assessment Work Hours	Credits
Written essay	1000 words	10 h	5
Exam / test	1 hour	10 h	5
Reflective journal/log	1000 words	10 h	5
Lab/practical report	1000 words	10 h	5
Group assignment	750 words per member	10 h	5
Individual presentation	15 minutes	20 h	10
Viva/oral exam	20-30 minutes	20 h	10
Small Group presentation	10 minutes per member	20 h	10
Portfolio of evidence	6000 words	40 h	20
Research proposal, small project	4000 words	40 h	20
Research project/dissertation	8000 words	80 h	40

Galvin et al. (2012)



Most students just reacted with ‘just tell me what to do’

Importantly but much later, students felt liberated that a barrier to their learning and achievement had been removed

Student responses:

‘Assignment has allowed and encouraged creativity and developing skills’

‘great freedom regarding coursework submission and details’

‘Option of upload format for coursework, liked having the choice between a report or a video format’

‘good coursework scenario’

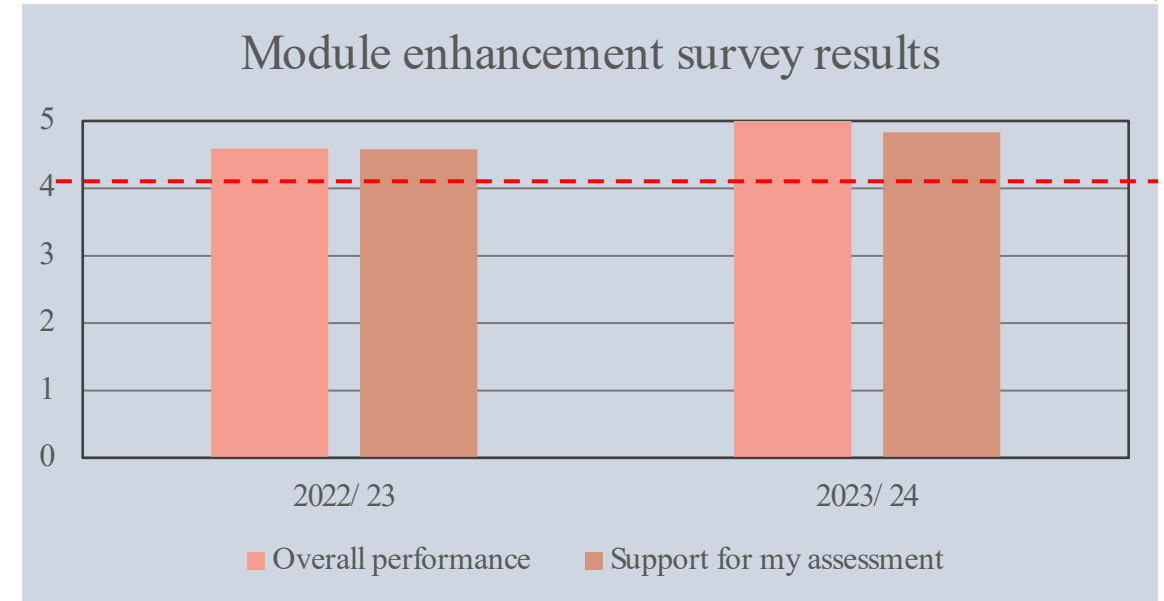
Module outcomes

Student uptake:

Year 3: 2022/ 23 : **18%** pre-recorded videos
2023/ 24 : **25%** pre-recorded videos
but including 'live' delivery, models
and VR

Year 3 Module results:

- ❖ Average **63-64%** across both years and $\pm 2\%$ from previous years without flexible assessment
- ❖ Progression up from 91% to **98%**



Lessons learnt and advice – some reflection

Incorporating flexible assessment formats into educational practices can be a transformative endeavour, yet it may evoke uncertainty, fear and confusion among students, necessitating additional support and reassurance

- ❖ Engage early with students – support needed
- ❖ Submission formats are not just about providing different types – think about the student(s)
- ❖ Allow students to suggest submission formats
- ❖ Negotiate on equivalence
- ❖ Guidance on inclusive assessments is available but currently lacks substance or detail – no common practice
- ❖ PBL coursework assignments have specific LOs

Diolch Thank You

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