

Poster

Title: 'Assessment and Engagement: Dyslexia and Architecture'

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- a) Evaluate models of assessment for engagement of students with hidden disabilities
- b) Infer potential assessment methods in their own disciplines with the potential to overcome barriers to engagement, and to improve graduate skills for employability and development

Session Outline

At least three alternative forms of assessment - summative, formative, and sustainable (Boud & Falchikov, 2007) – have been identified as supporting the extended learning journeys of students. This paper considers the impact of assessment strategies in supporting the continuous learning of students with dyslexia, both within the academy, as well as in the graduate's workplace. Case studies of individual students are taken from the context of architectural education at Northumbria University, where up to thirty percent of the students in any cohort have been diagnosed with dyslexia. By fostering engagement with their own learning journey via reflective and authentic assessments which promote self-efficacy (Bandura, 1997) these students appear to have thrived in the transition from secondary to higher education, and from university to employment.

This presentation hopes to provoke dialogue concerning the impact of rigid, managerialist educational policy as a driver towards 'curriculum as product' (Kelly, 2009), and raise questions regarding the role and effect of assessment in students' personal development in higher education (Ecclestone & Hayes, 2009). Through reflective engagement with students and graduates, this inquiry seeks to interrogate barriers to lifelong learning and employability for students with hidden disabilities.

Session Activities and Approximate Timings

Poster presentation: author available for discussion

References

Bandura, A. (1997) *Self-efficacy: the exercise of control*. New York; WH Freeman
Ecclestone, K. & Hayes, D. (2009) *The dangerous rise of therapeutic education*. London;
Routledge

Falchikov, N. & Boud, D. (2007) *Rethinking assessment in higher education: learning for the
longer term*. London: Routledge

Kelly, A.V. (2009) *The Curriculum: Theory and Practice*. 6th edn. London; Sage