

Title: **Inclusive Assessment: How a research project has supported the enhancement of assessment design across an institution**

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Session Learning Outcomes

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

- Critique the methods and findings of an Inclusive Assessment research project
- Appraise an online resource developed from the research
- Consider the impact of such resources in supporting Educational Development
- Identify ways in which aspects of this research could be used in their own institutions to support the development of inclusive assessment

Session Outline

Gibbs & Simpson([2005](#)) tell us that assessment is the most critical influence on what and how well students learn. Flexibility in assessment methods is crucial to inclusion as it supports the different ways in which students learn. Hounsell ([2007](#)) calls for 'integrative' assessment arguing that assessments should take into account the different ways in which we learn, rather than privileging certain skills such as individual performative and written expression which may not enable all students to play to their strengths. According to multiple intelligence theory ([Gardner, 1999](#)), traditional tests of intelligence do not sufficiently encompass the wide variety of abilities humans display highlighting the need for assessment models which take into account other learning styles. Fuller *et al.* ([2004](#)) argue that little progress has been made with regards to allowing students to demonstrate mastery using alternative forms of assessment.

This workshop will share the findings of a research project which was designed to explore student, staff and employer perspectives on inclusive assessment, and the subsequent online resources that were developed. Students, academics and employers were interviewed and filmed talking about their perspectives of assessment in Higher Education. Themes identified in this research mirror findings reported elsewhere ([HEA, 2012](#)) and include: evening the balance between formative and summative assessment; developing assessment literacy; and pre-assessment support, such as group discussion or essay plan workshops.

Edits from the footage will be shared and the findings discussed. The audience will be invited to give their response to the project, and critique how online resources such as this inclusive assessment package may support educational development across institutions.

Session Activities and Approximate Timings

This is a 90 minute interactive session which includes:

@ 15 mins: outlining the rationale of the research project

@ 15 mins: participant activity exploring the online resources

@ 20 mins: facilitated critical discussion about the methods and inclusive assessment online resource

@ 20 mins: participant led discussion of other successful approaches and activities that support the development of such agendas across institutions

@ 20 mins: participant activity developing ideas and activities to enhance inclusive assessment design at delegates' own institutions

References

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