Modelling and experiencing inclusive assessment and feedback practice

At Imperial College 98 members of our teaching staff are also students on our Master’s in University Learning and Teaching (MEd in ULT). We use this opportunity to persuade teaching staff to make their own practice more inclusive by experiencing being on the receiving end of assessment practices and critically reflecting on how they feel about that experience. We also learn a lot from their reactions and feedback to help us make things increasingly more inclusive.

The inclusive assessment practices we model include:

- Setting multi-media-based assignments (using Padlet), and team-based poster design and presentations, alongside more traditional academic essays
- Using Leganto Reading Lists to clearly indicate prioritised reading and conveniently provide digitised reading that is optimised for screen readers etc. See: https://www.imperial.ac.uk/admin-services/library/learning-support/reading-lists/
- Scheduling sessions to clarify assessment criteria and expectations, including the use of exemplars and students’ own draft work
- Providing opportunity for a draft submission of each assignment with detailed formative feedback and invitation for dialogue with their tutor
- Asking students to tell us what aspects of their draft assignment they would like feedback on
- Using QuickMark in Turnitin to enable tutors to:
  - annotate students’ draft assignments with the assessment criteria and feedback relating to what extent they have met that criteria, with suggestions for development.
  - give audio feedback
- Students tell us they value how QuickMark enables specific feedback to be directly linked to specific parts of their written work. This reduction in cognitive load due to feedback not being separate to the element it applies to would seem particularly beneficial for learners with SpLDs.
- Prompting students, via a questionnaire, to reflect on what they’ve learnt through the process of completing an assignment and how they will feed forward feedback to their future assignments
- Peer assessment and feedback on the cohort’s choice of either draft or summative assignments.
- Talking with peers about the challenges and successes experienced as they approach their assessed work.

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