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Enhancing assessment using equitable practice

Dr Emily Salines, Catherine Caldwell, Siobhan Clay

AdvanceHE Putting the student at the heart of assessment and feedback: Equality, diversity and feedback

- How can focusing on students' journey through assessment highlight sites of inequity?
- How can assessment design contribute to social justice?
- How can assessment practice (marking, grading and feedback approaches) be interrogated and made more equitable?

Photo by Cath Caldwell

Why we started

- Awarding differentials
- Art, design and media
- Focus on social justice
- UUK report 2018

Why we thought assessment was important

- Lots of varied assessment practice evident across the institution
- A research and pedagogic approach
- New student-centred assessment criteria introduced in 2019

Jan McArthur on assessment for social justice

“If assessment shapes how and what students learn, as the literature suggests, and if we are committed to social justice within and through higher education, then surely assessment is key to the achievement of that social justice”

Jan McArthur, 2021.
Picture: Twitter @JanMcArthur

Student-centered design

- Design assessment so that it supports attainment
- Focus on formative assessment
- Support students as they develop self-assessment skills

Ella Williams presenting
| Photograph: Alys Tomlinson

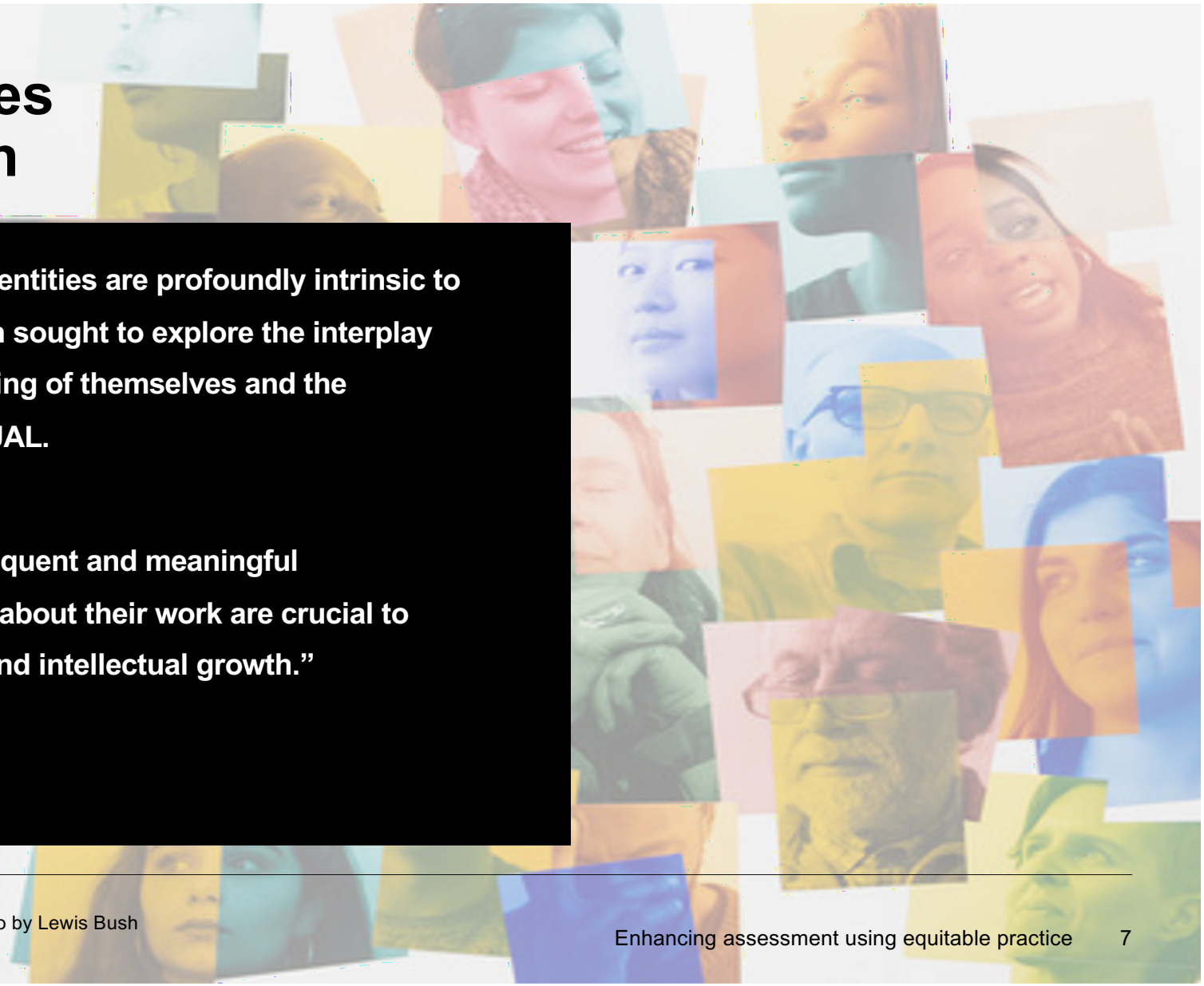
Key references: Winstone and Carless, 2020
Boud and Soler, 2016

Students' identities in arts and design

- "Creative arts students' identities are profoundly intrinsic to their practice. My research sought to explore the interplay between what students bring of themselves and the environment they find at UAL.

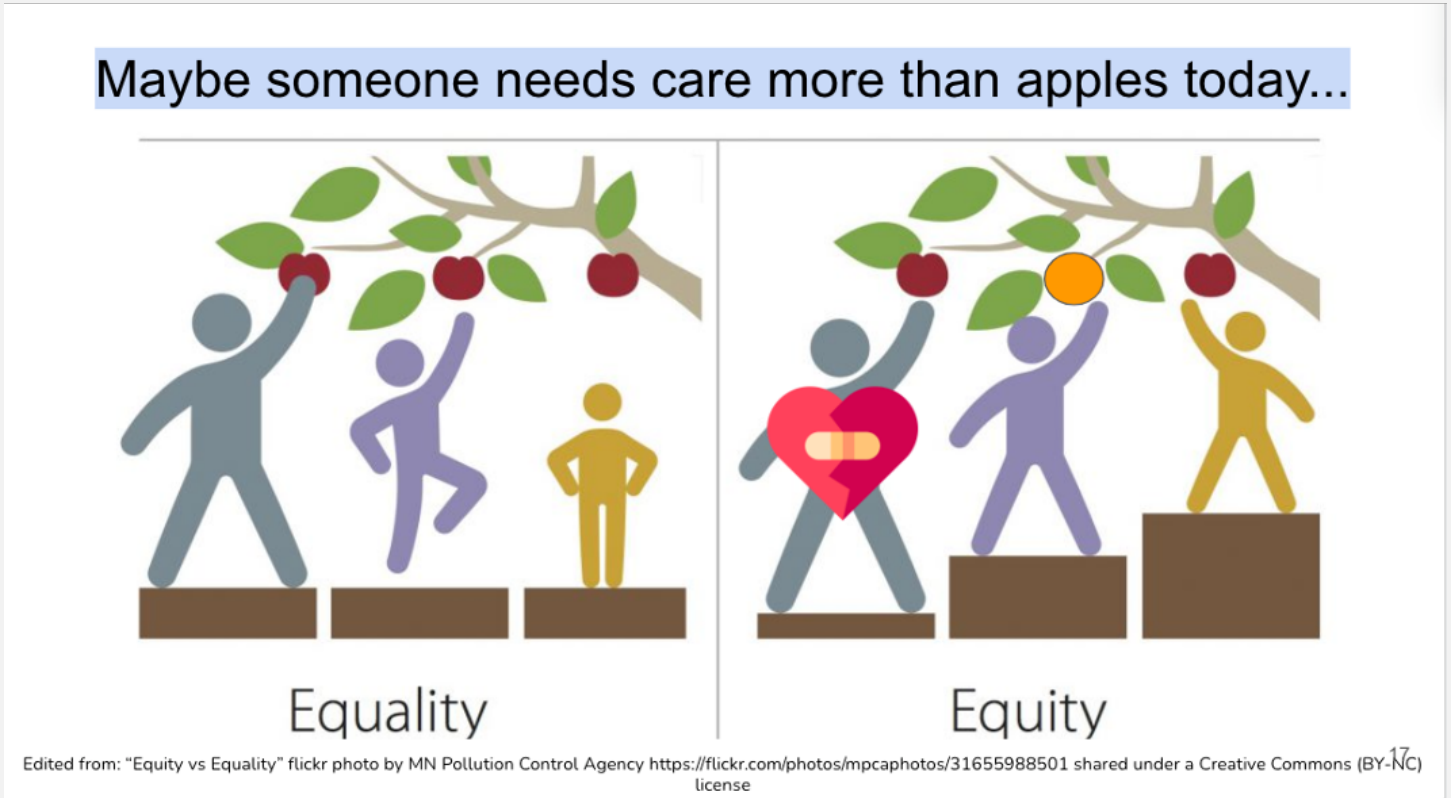
- Once at UAL, students' frequent and meaningful conversations with tutors about their work are crucial to sustaining their creative and intellectual growth."

Duna Sabri, 2018



Colourful photo collage by Naroa Perez Iguaran | Photo by Lewis Bush

Maha Bali on equity



Edited from: "Equity vs Equality" flickr photo by MN Pollution Control Agency https://flickr.com/photos/mpcaphotos/31655988501 shared under a Creative Commons (BY-NC) license

Maha Bali and Nona McDuff, 2020 Approaches to inclusive curriculum design

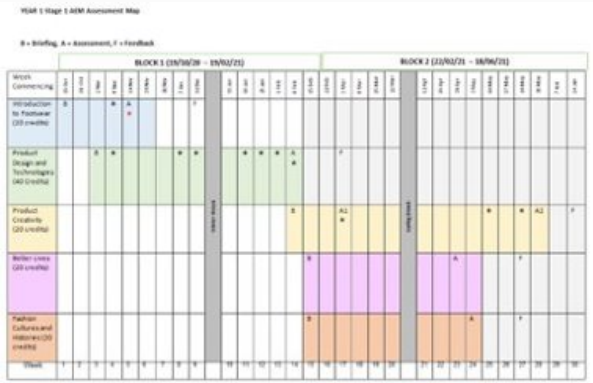
Collaborative educational development

Four examples of practice

1. How does assessment mapping help equity?

"Since the pandemic it has been really different for the technicians. It has been crash course in being immersed in the assessment work"

- Specialist technical coordinator



2. Sharing practice of the affective nature of feedback

"I learned so much. Thinking about the emotional turbulence that students go through"

-Erica Weide

Course Leader teamed with Academic support. Listened to students' perceptions of their feedback

Emb &Print: The Emotions Wall

Things I feel when I get my feedback

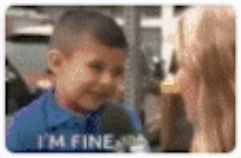
Me when I submit my work pending for the feedback

Me beforehand

Me when I'm about to open the assessment feedback link on my phone and it says unavailable

getting ready to read feedback

Me when I get my feedback and read it because it's not what I expected



Me treating myself cos I didn't get what I wanted for my feedback #retailtherapy

me when I tried really hard but most of my feedback is negative

I did nothing well

20h

Me questioning if I should drop out after one negative feedback assessment

Me overthinking and wondering what I could've done better after getting my feedback cos I tried my hardest

me after looking at my grades

I'm too scared to look back at my feedback because too much was wrong lol

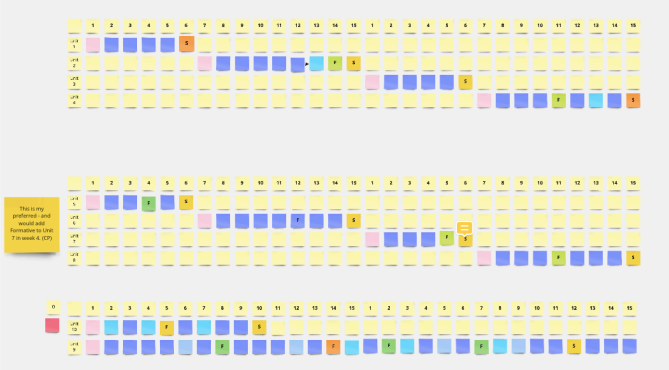
reading my assesemnt feddback

Me determined to try harder and not give up after one of my first major units

Me ignoring the positive feedback and reading the negative part in my assessment feedback

when i get good or back feedback -

3. Marking, grading and feedback



For the first time students said ‘Oh, we understood the feedback’

... they didn't come and say 'I don't understand why I got this’. They just said 'Yeah, can I try and do better? Can I submit again?’

Course Leader reflecting on student centred feedback interventions

4. Responding to students' need for authentic assessment

Thomas Giagkoglou, Course Leader.

- **Not everyone wants to write 10,000 words.**
  Some people might want to use their final major project as a calling card… for employment after they graduate, and it adds to their portfolio

- **More and more students are opting for the practice-based dissertation. It allows the students to not only to build on their previous creative skills, but also to explore academic topics in a creative way**

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Thomas Giagkoglou • 9mo

BAMC assessment mapping exercise

Mapping the student assessment journey

Summative Y1 (Intro to)

Formative: Tutorials on the essay (W4)
Feedback opportunities on assigned tasks during seminars
Extra support needed with essay writing - Academic Support input (W3)
Assessment criteria explained in Induction
LOs: explained in seminars + tutorials
Tutor & peer feedback: opportunities in seminar tasks

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Summative Y1 (MTP)

2000 word case study
Formative assessment: Tutorials on the essay (W11)
Feedback opportunities: feedback on assigned tasks in seminars
Extra support: peer assisted learning (PAL) (W9, W12, W14)
Engagement with LOs: Intro to unit, during the seminars through assigned tasks
tutor / peer feedback: opportunity facilitated through assigned seminar tasks (in seminar activity as well as

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Summative Y1 (DM)

Online portfolio (website)
Formative feedback is built into the practice-based workshops
Feedback opportunities are spread across the term - esp. during the last 3 weeks of the unit when tutor provides bespoke support to students on their projects
Engagement with LOs: Intro to unit, during workshops
Extra support: with Workflow or similar platform

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Summative Y1 (Audiences)

Portfolio (film + 1000 word essay)
Formative assessment:
1) tutorials on the essay and the film concept
2) tutorials on the film making
Feedback opportunities: Feedback on assigned tasks in seminars
Extra support: Academic Support - Team working workshop
Language development - weekly workshops (helping with critical understanding of unit key reading)

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Take me home

Questions?

- How can focusing on students' journey through assessment highlight sites of inequity?
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References and links

With thanks to all staff and students who contributed or gave permission to share their images, work and ideas.

- Maha Bali and Nona McDuff, 2020 *Approaches to inclusive curriculum design,* https://www.youtube.com/watch?v=crCWPIffzQc
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- Duna Sabri 2018. Research report on students' identity and experience of attainment, UAL.
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- UAL Assessment Criteria (slide 4): https://www.arts.ac.uk/students/stories/new-assessment-criteria3/
- AEM Strand resources (slide 9): https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/aem-and-attainment-resources/

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Thank you

Our work builds upon our colleagues' work and the work of the Teaching, Learning and Employability Exchange