

Putting ideas into practice: Inclusive assessment in Brightspace

lesser used functions

An overview of the ~~more advanced tools~~ within Brightspace that can support inclusive assessment practices

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University of the
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Oilthigh na Gàidhealtachd
agus nan Eilean

Educational Development Unit
Aonad Leasachadh Foghlaim

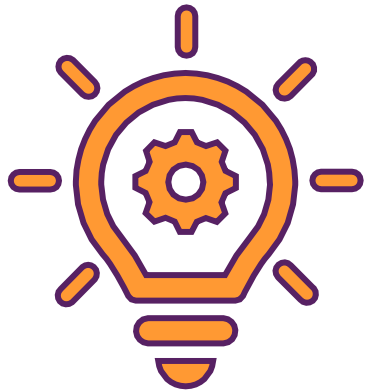




A basis for offering choice: Inclusive practice



“In order to provide all students with **an equal opportunity** to demonstrate their learning, you need to consider the different means of demonstrating a particular learning outcome.” (JISC 2016)



Inclusive practice means:

- Ensuring that an assessment strategy includes a **range of assessment formats**
- Ensuring assessment methods are **culturally inclusive**
- Considering **religious observances** when setting deadlines
- Considering **school holidays** and the impact on students with **childcare responsibilities** when setting deadlines
- Considering students' previous educational background and **providing support for unfamiliar activities** e.g., for students unused to group work
- Considering the needs of students with **disabilities**

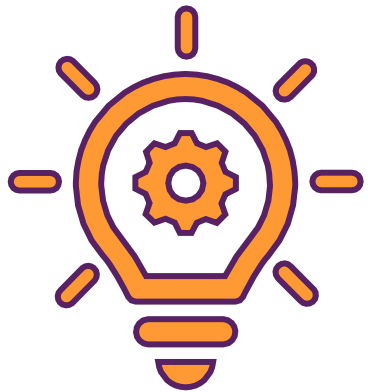




A structure



7 Steps to Inclusive Assessment (Plymouth University)



1. Underpin assessments with good assessment design principles
2. Use a variety of assessment methods
3. Incorporate choice into your assessments
4. Design inclusive exams
5. Consider how technology can assist
6. Prepare, engage and support students
7. Monitor, review and share practice

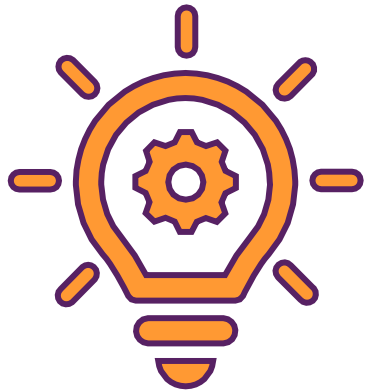




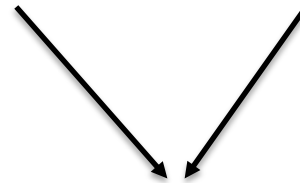
1. Underpin assessments with good assessment design principles



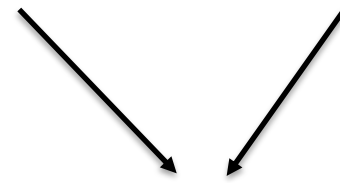
Inclusive assessment should “benefit most learners without losing the requirement that assessment should aid learning and should **demonstrate the acquisition of the module or course learning outcomes**” (Westerfield and West 2009)



Clarity and transparency, constructiveness and timeliness



What you are asking and why?



Effective feedback



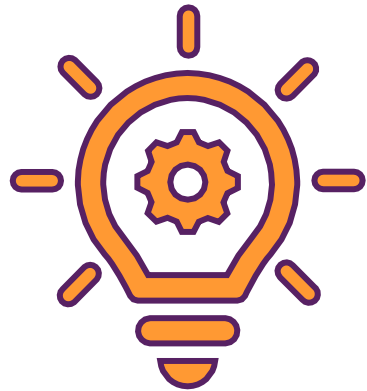


Clarity and transparency



Unit/module overview

[Content](#) [Communication and Collaboration](#) [Course Tools](#) [Library Resources](#) [Help](#) [Accessibility](#)



Search Topics

- Overview
- Bookmarks
- Course Schedule

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Overview

Print

Read (and/or download) the document below which contains important information about your course.



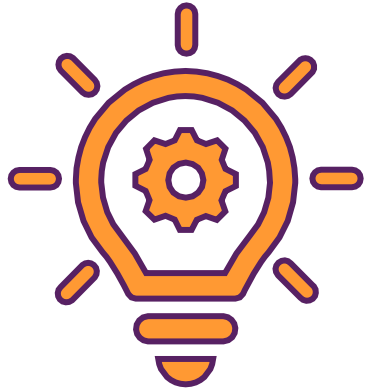


Clarity and transparency



Assessment information














New Assignment









Properties Restrictions Objectives Turnitin®


Name *

Instructions

    Paragraph        Font Famil  Font Size  ...

Attachments

Add Attachment  Record Audio Record Video





Objectives Progress



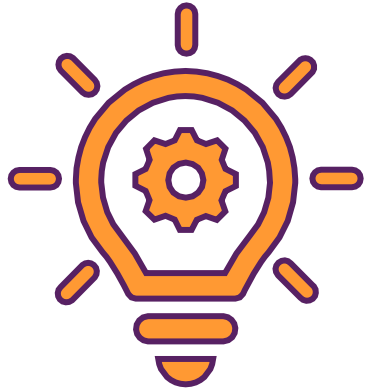
Learning Objectives Passed

83 % (5/6)



Completed: 5/6

Not Started (1) | In Progress (0) | Passed (5) | Needs Remediation (0)



▲ Standard 3. Be able to maintain fitness to practise ✓

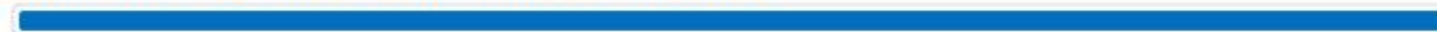


100 % (1 / 1) Complete 1 / 1 Achieved

▶ 1 Activities, 0 Objectives

Last Updated: 11 November 2020 7:59 PM

▲ Standard 8. Be able to communicate effectively ✓



100 % (1 / 1) Complete 1 / 1 Achieved

▶ 1 Activities, 0 Objectives

Last Updated: 11 November 2020 7:59 PM

▲ Standard 9. Be able to work appropriately with others ✓



100 % (1 / 1) Complete 1 / 1 Achieved

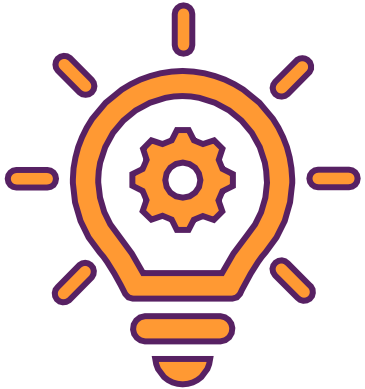




2. Use a variety of assessment methods



“Rather than relying chiefly on one or two methods of assessment, **consider increasing the diversity of assessment methods**”



- Assignments tool
- Quiz tool
- Discussion boards
- Groups tool
- Webex
- Bongo
- ePortfolio



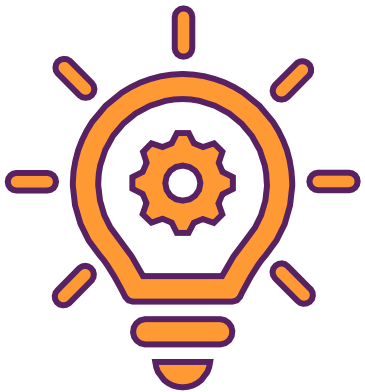


3. Offer choices within assessment type



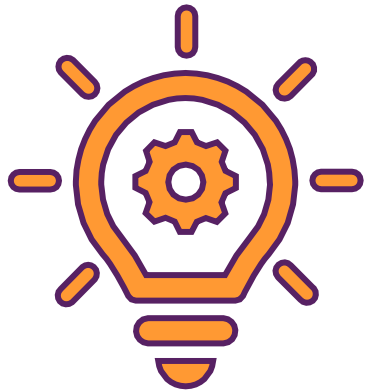
Within the various tools, you can accept a variety of outputs.

“Choice can **empower students to take responsibility for their learning.**”



- Assignments tool – essay, annotated bibliography, poster, video, podcast
- Quiz tool – use Written Response type to accept audio or video, can be used for robust exams (question pools)
- Discussion boards – allow audio and video entries (3/30)
- Reflective journals – wide variety of options for entries and container
- Groups tool – roles, responsibilities (evidence), various outputs (e.g. PBLs)
- Webex – presentations to whole class or smaller groups
- Bongo – video assignments





Post

Rich text editor toolbar with icons for video, image, link, paragraph style (Paragraph), bold (B), italic (I), underline (U), bulleted list, numbered list, and indent. A purple box highlights the video, image, link, and paragraph style icons.

Post Options

Post as Anonymous

Subscribe to this thread

updates will be sent to you via your notification method specified

Attachments

Attachment options: Add a File, Record Audio, Record Video. A purple box highlights these three buttons.

Post

Cancel

Partial view of a rich text editor toolbar with icons for code, search, expand, and slash.





4. Design inclusive exams



“Ways of making exams more inclusive include: **scheduling; choice of exam method; structure of questions; and giving students an opportunity to practice**”

Attempts

Special Access

Override attempts allowed

Attempts Allowed

1

Unlimited
1
2
3
4
5
6
7
8
9
10

Apply

Attempt Conditions will appear if a number of attempts from 2 to 10 is applied.

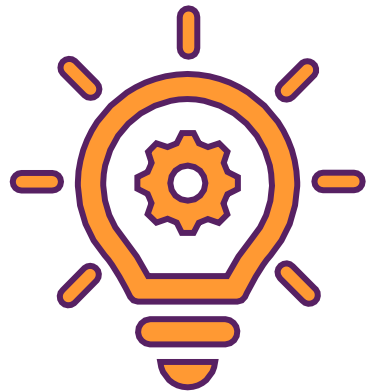
Apply



Show Search Options

Add Special Access

Cancel



Guidance

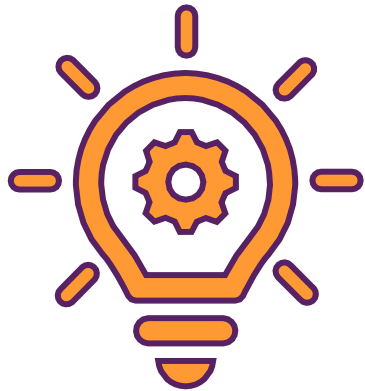




5. Consider how technology can assist



“Technologies have the potential to enhance assessment practices by creating more diverse methods and choice [and] **improve feedback processes**”



The screenshot displays a digital assessment interface. At the top, a toolbar includes options for 'Page 1 of 1', settings, navigation, and 'Download'. A 'Drawing' menu is open, showing 'Freeform Highlight', 'Text Highlighter', and 'Eraser'. A yellow highlighter tool is used to highlight the text 'Great job finding this particular picture'. Below this text is a photograph of the moon. A blue arrow points from the highlighted text to a specific feature on the moon's surface. On the right side, the 'Evaluation and Feedback' panel is visible, showing a rubric for 'Copy of Standard of proficiency' with a score of 'Standard met'. The 'Feedback' section contains the text 'Nice work.' and options to 'Add a File', 'Record Audio', and 'Record Video'. A purple box highlights the 'Record Audio' and 'Record Video' buttons.

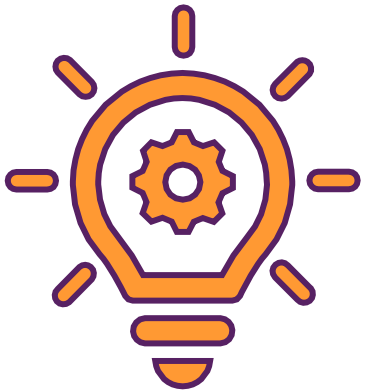




6. Prepare, engage and support students



“Students should be given adequate information on the assessment criteria, marking schemes, required standard and, where possible, **examples** of assignments using different assessment methods.”



We're back to clarity and transparency. Consider:

- Low/no mark formative assignments to get students to try out new things
- Sharing past examples (good/bad) with feedback
- Use the Office hours function in Webex to give students a chance to talk things over
- In Keating, Zybutz and Rouse (2012) they went further – students were offered choice in a summative task but also required to relate why they didn't choose the alternatives. Valuable insights for the staff and students.





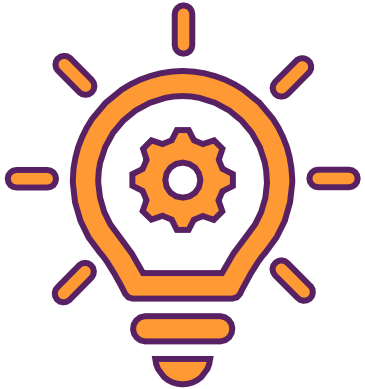
7. Monitor, review and share practice



This survey is anonymous. Your name is not linked to your responses.

Question 1

Tell us what you think about the following statements:



#	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I thought that having a variety of submission options for Summative 1 this year was a good thing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I think the number of choices was ideal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	If I was offered the same choices for Summative 2, I would pick the same choice as I did for Summative 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

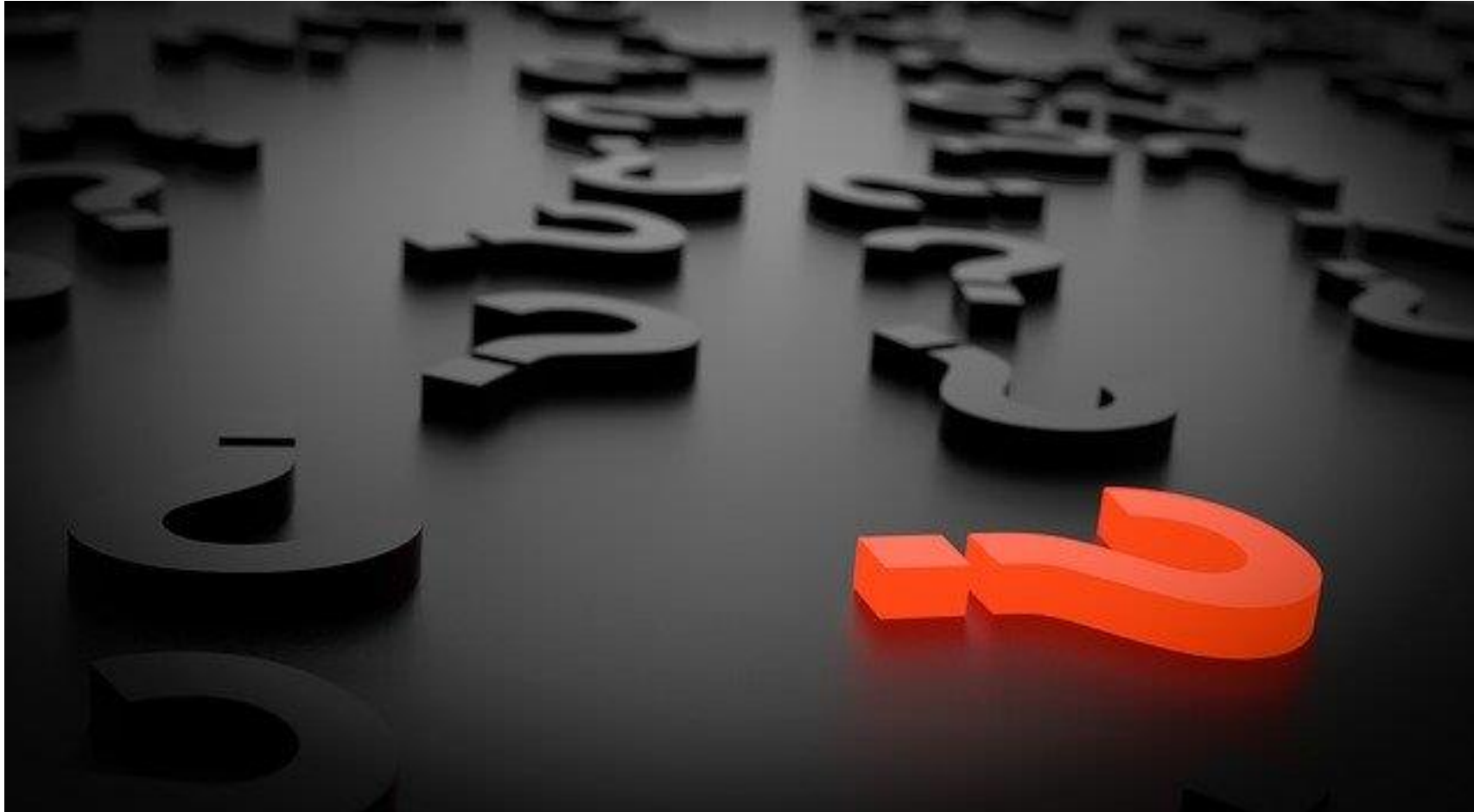
Question 2

We would like to know - in a few words - why you chose the submission option you did, and why you decided not to choose the others.





Questions?



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