A Social Justice Model for Assessment

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- Backchannel with electronic versions of presentation/worksheet etc.: https://sruc.padlet.org/paulinehanesworth1/ci5mun5grrekkh0g

Article details

- A Typology for a Social Justice Approach to Assessment: Learning from Universal Design and Culturally Sustaining Pedagogy

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1. What is a social justice approach to assessment and feedback?
2. How can such an approach be implemented?
3. How can we develop organisation change to facilitate a social justice approach?

Activity: Individual Reflection

Why is socially just (or inclusive) assessment important / interesting to you?

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Context

Assessment in tertiary education is neither value-neutral nor culture-free

- Assessment is a social construct
- Assessment hierarchises knowledge
- Assessment is a disciplinary construct
- Assessment is individually value-laden

Consequences

Activity: Individual Reflection

- What are the dominant assessment practices for your institution and subject?
- What values and knowledge types do they preference?
- What cultural, disciplinary and individual norms do they embed?
- Who might they exclude?

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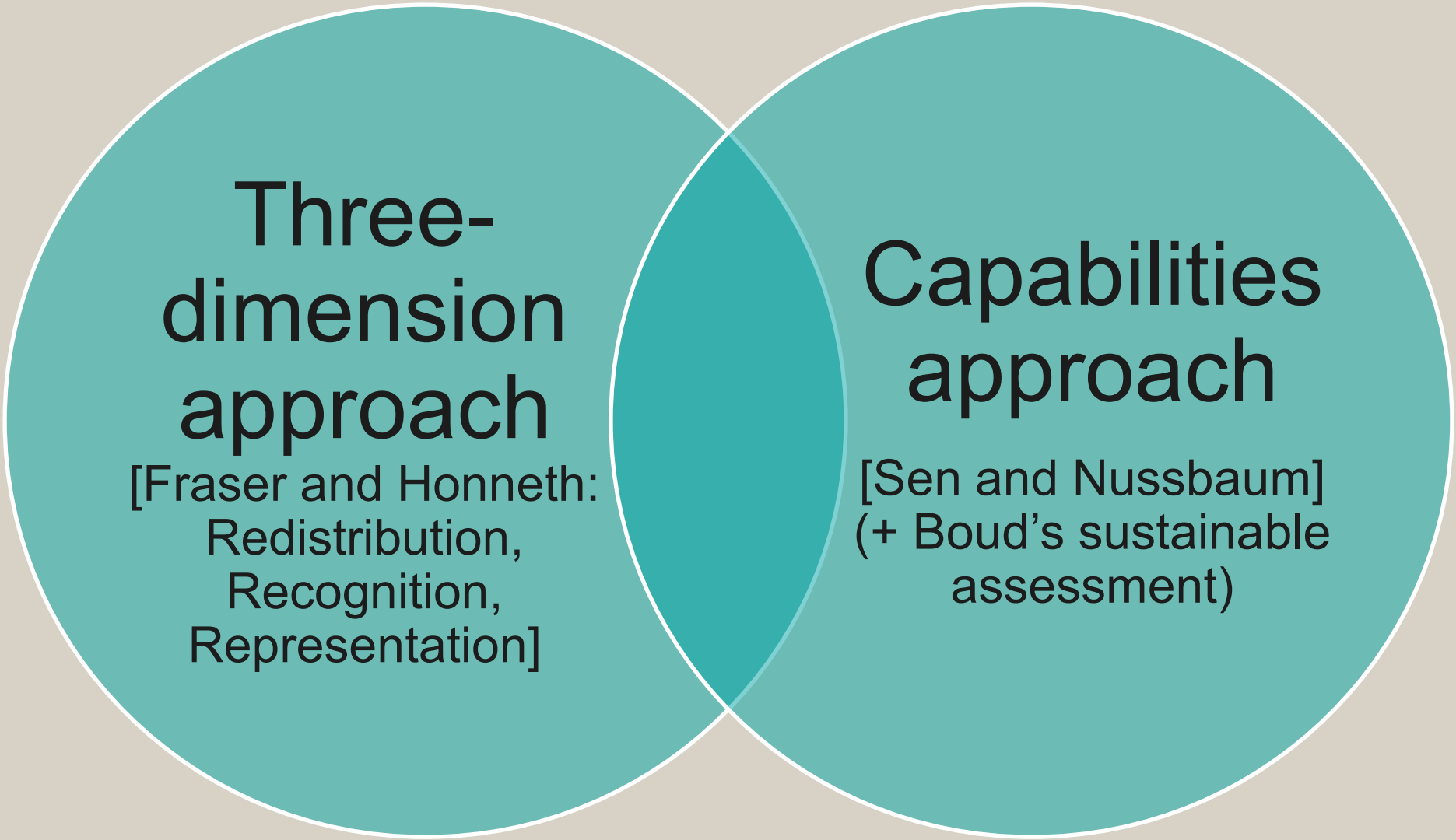
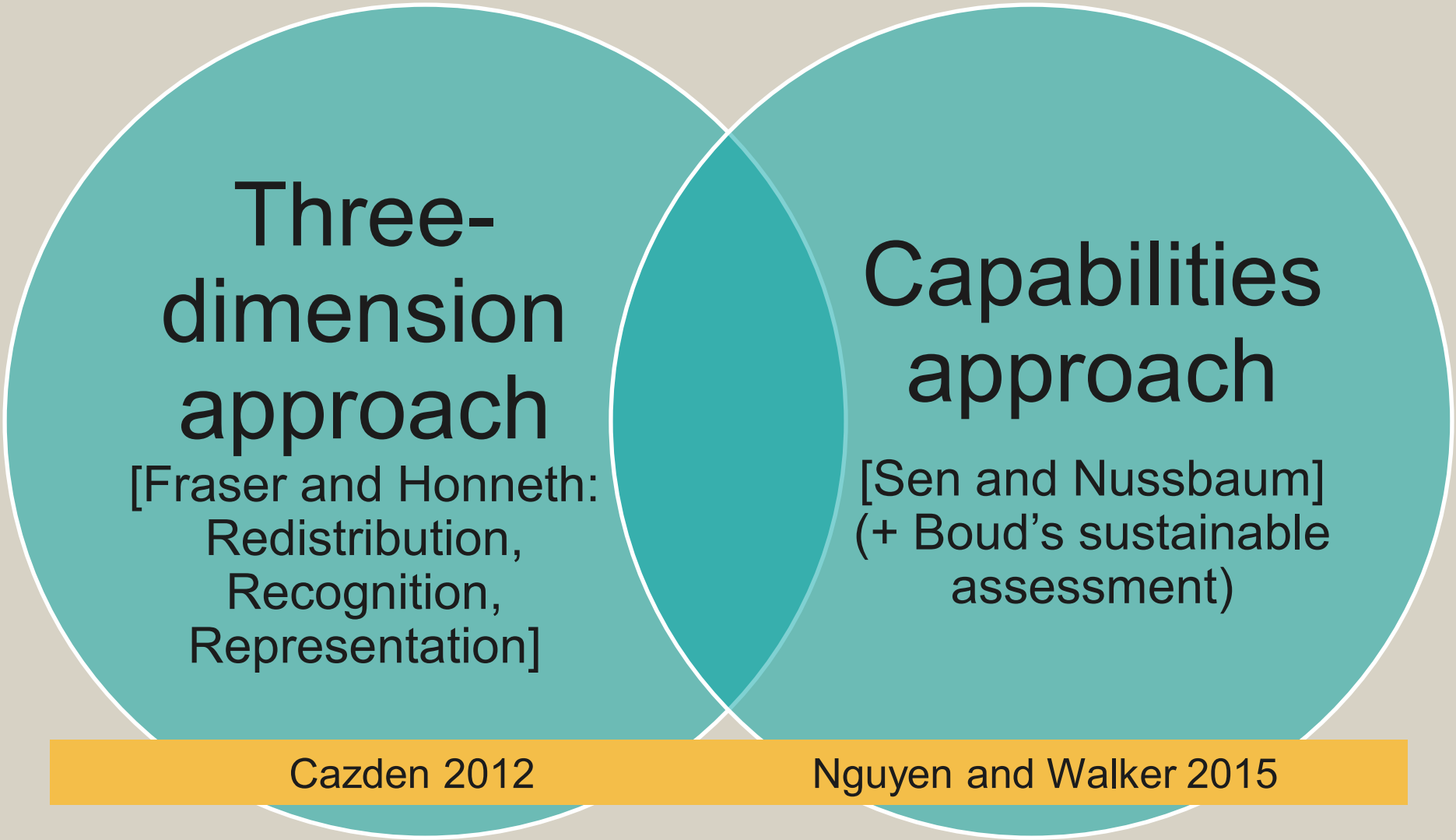
Theoretical framework: a social justice approach

- McArthur 2016
  - Incorporation of “the justice of assessment within higher education, and […] the role of assessment in nurturing forms of learning that will promote greater social justice within society as a whole.” (p. 968)

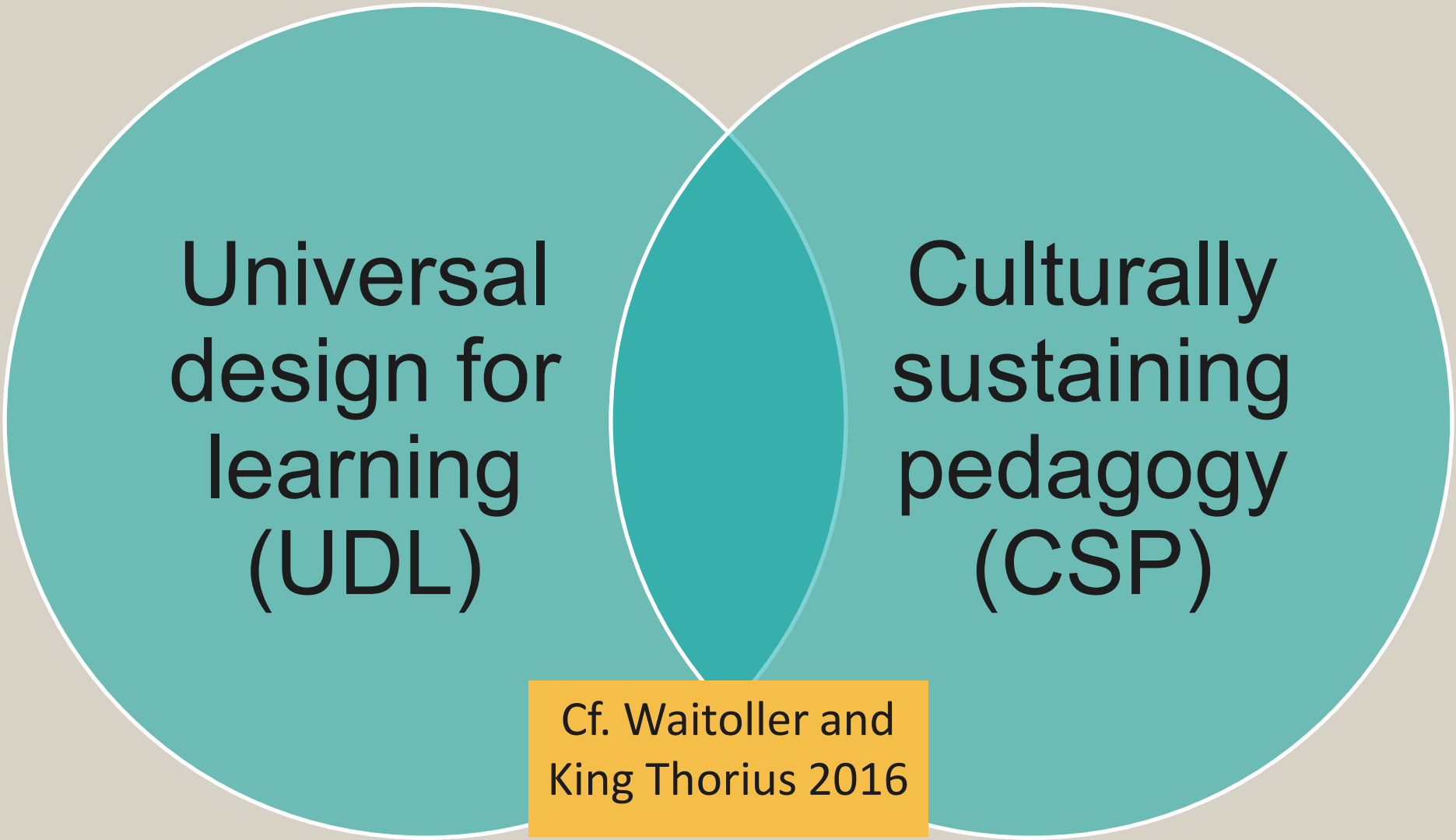
Theoretical framework: A social justice approach



Theoretical framework: A social justice approach



Theoretical framework: Practicalising the approach



Universal design for learning

Universal Design for Learning

Recognition Networks

The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Present information and content in different ways

Principle #1: Provide Multiple Means of Representation

Strategic Networks

The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Differentiate the ways that students can express what they know

Principle #2: Provide Multiple Means of Action and Expression

Affective Networks

The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Stimulate interest and motivation for learning

Princple #3: Provide Multiple Means of Engagement

Activity: A biscuit assessment I

For their assessment, students must "produce a high-quality biscuit".

- How would you design this assessment to incorporate the three UDL principles?

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Principles of UDL

Multiple Means of Representation	• Present information and content in different ways
Multiple Means of Expression or Action	• Differentiate the ways that students can express what they know
Multiple Means of Engagement	• Stimulate interest and motivation for learning

http://cast.org/udl/index.html

Culturally sustaining pedagogy

- Paris 2012:
  - "Seeks to perpetuate and sustain linguistic, literate, and cultural pluralism as part of the democratic project of schooling." (p. 92).

Activity: A biscuit assessment II

Returning to your biscuit assessment:

- How would you incorporate culturally sustaining pedagogy principles into your assessment design?

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Social justice :: UDL / CSP

Creating just assessment

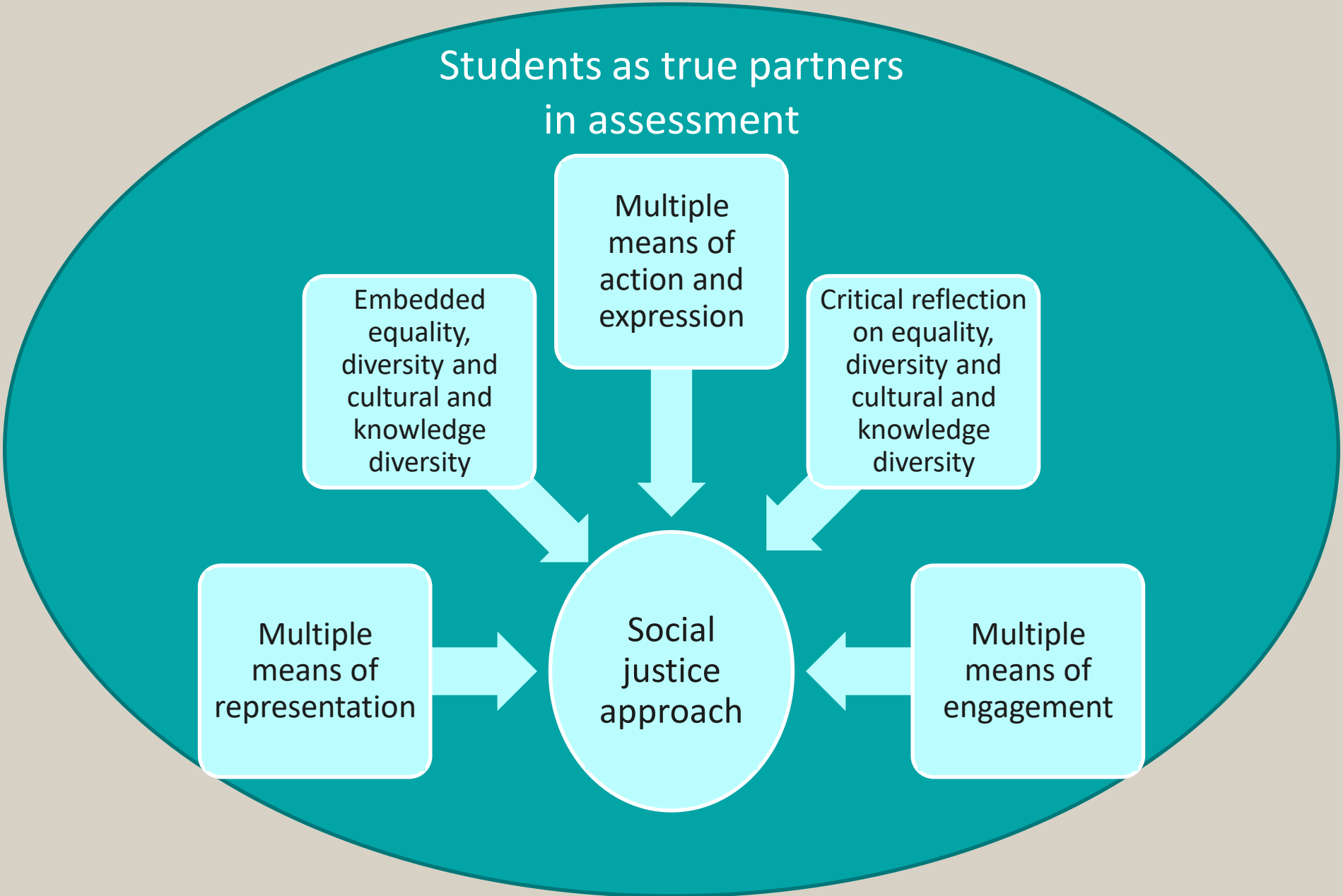
- Fraser's redistribution: UDL and accessibility
- Fraser's recognition: CSP and embedding diversity

Nurturing social justice capabilities

- Sen / Nussbaum / Boud capabilities: CSP and critical reflectivity

Students as true partners

Theoretical Framework



Social Justice Biscuits

Once again returning to your biscuit assessment:

- How would you infuse the assessment you have designed with a partnership approach?

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Gracias
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