DARLENE MCLENNAN: I'll make a start. So thank you everybody for joining us today. For those who haven't attended an ADCET webinar before, my name is Darlene McLennan and I'm the Manager of the Australian Disability Clearinghouse on Education and Training, ADCET for short.

Today's webinar is being live captioned. You can access those captions by clicking on the CC button in the tool bar that is located either on the top or bottom of your screen. We also have the captions available in a browser, so Kylie will kindly put that into the chat for you now all to access that if you'd like.

Now, I just want to start by saying that I'm on Lutruwita, which is Tasmanian Aboriginal land, and in the spirit of reconciliation, ADCET respectfully acknowledges the Lutruwita nations and also recognises the Aboriginal history and culture of the land on which we are and pay respect to Elders past and present and to the many Aboriginal people who did not make Elder status. I also want to acknowledge all the countries participating in the meeting and also acknowledge elders and ancestors and their legacies to us and any Aboriginal and Torres Strait Islanders participating in the webinar. I think like many of the online sessions we have around the country now, if you'd like to put in what lands you're on or acknowledge the custodians of the land on which you are today, please add that to the chat box. It's a lovely way to know who is online by other participants but also acknowledging slowly we are all learning the lands we are on which is absolutely fabulous.

Okay. Today's webinar Inclusive Assessment for Students with Disability is presented by Dr Joanna Tai, a Senior Research Fellow at the Centre for Research in Assessment of Digital Learning - CRADLE is the name - at Deakin University. It's fabulous to have Joanna join us today. I think we were commenting prior to starting that this has kind of been in the pipeline for a number of years and it's finally - with our patience, we finally got it happening. Joanna will share the findings from her research on how examination arrangements in higher education impact on students' experiences of inclusion and ways to improve inclusion in exams as part of a holistic approach for universal design for learning, which is very exciting, and we'll talk a little bit more at the end of Joanna's talk of some of the other things we are doing at ADCET to support UDL across the tertiary sector.

Before we begin, a couple of housekeeping details. As I said at the beginning, this event is being live captioned by Sharon from Bradley Reporting, and it will be recorded and the recording will be available on ADCET in the coming days. If you have any technical difficulties or are having any at the moment, you can email us at [admin@adcet.edu.au](mailto:admin@adcet.edu.au). Joanna will speak to us for about 40, 45 minutes and then at the end we'll have an opportunity to ask her some questions. So if you'd like to ask Joanna some questions, you can put that into the Q&A box. We also have enabled the up voting so you can choose which question you'd like asked first. So by clicking the up vote. If you want to chat to each other or have some conversation throughout of more of an informal nature, we encourage you to use the chat box. We won't get the questions from there but we can chat to each other.

All right. So I think that's all. So I'm going to hand over to you now, Joanna, and thank you once again for doing this presentation for us. Absolutely brilliant to have you online.

DR JOANNA TAI: Thanks very much, Darlene. Yeah. It's great to be here today. Just checking everyone - my slides are still displayed so you can see - - -

DARLENE: Yep, all good.

DR TAI: So, yeah, I'm here to share the findings of our NCSEHE funded project. I would also like to acknowledge country. I am presenting to you from my home, which is on unceded lands of the Wurundjeri people of the Kulin nation, and I thank them for their care of the land and acknowledge that education has been happening here for a very long time, and I pay my respects to Elders past, present and emerging. And the picture on the screen is a sculpture of Bunjil who is one of the creators in the Kulin nation’s creation story.

I would also like to acknowledge that while I'm here talking to you today, this work actually came about from the contributions of a number of people. Firstly, the research team, Rola, Margaret, Joanne, Mary, Lois and Paige. I'd also like to acknowledge the research presented was conducted under the National Centre for Student Equity in Higher Education research grants program. And also that the staff, students and advisory group members were really crucial to where we ended up with the project and, yeah, we wouldn't have anything to present today without the contributions of all the participants.

So today I will briefly outline why we're talking about inclusive assessment. I'll spend some time talking about the findings of the research project on how exactly do exams impact on students' experiences of inclusion, and there were two phases of the project. I'll talk to the implications overall for inclusive assessment and step you through some of the project resources which we developed as well which are hopefully more practical and might provide some tips for everyone.

So what I'm going to say first is probably not going to be a surprise for anyone here. Student diversity is definitely increasing in higher education. This diversity is very broadly considered. So there are multiple equity groups that we're talking about. Not only disability but also students from Indigenous backgrounds, from low socioeconomic status backgrounds, students in regional, rural and remote areas, and students who study in a nontraditional area. And while we might consider these as particular categories, the students themselves might not belong just to one category, or they might not even consider themselves as belonging to one of those categories.

For certain groups, i.e. students with disability, we are morally and legally obliged to ensure that they have the same opportunities to demonstrate achievement. However, we also do know that some students do not actually disclose their conditions and, as a result of this, it's quite difficult to actually ensure that they have access to accommodations and adjustments because we just don't know who they are and we can't do anything about that.

So this diversity problem means that identifying diversity means that we need to have a different approach to how we do things and in assessment this is really important because we know that unequal outcomes persist. So I have a graph on the screen here which demonstrates the Australian domestic student completion rates after 9 years, so that takes into account part-time students. We unfortunately don't have information for all those categories I was mentioning before, but from the ones that we do we can see that students from a low socioeconomic background, studying remotely, so that's off campus - sorry, remote as in remote locations, regional locations, and external which is off campus, and Indigenous students don't enjoy the same rates of completion as your standard traditional student.

So my argument here is that assessment is one of these things that impacts on progress and, therefore, success. And we know from previous research that even when available adjustments don't entirely address the needs of students, and they can also make students feel more excluded, for instance, having to go sit in a separate room or have their exam at a different time. And the actual act of obtaining adjustments and ensuring that they're implemented for those individuals can still also create exam related stress and anxiety, which is not good because these students then end up spending more time being worried about what's happening about the accommodations for their exam, rather than concentrating on the subject material and actually performing their best.

So while this project does focus on students with disabilities, there is evidence that the problems with assessment also has impact on success for other students as well. So while we can come at it from this approach from disability, I think there is a great - in line with UDL there's a great promise for students from broader diverse categories. And the other thing is that while I'm talking about exams today, we should also think about other times of assessments, essays, quizzes, group projects or presentations and placements. They can all potentially be problematic. However, exams definitely are the biggest category of thing that causes need for adjustments. So here is a graph of adjustments by assessment type from Deakin, and this data from 2018 which demonstrates that online tests and exams by far are the things that are most commonly mentioned in students' access plans.

So what approaches could we take to make assessment more inclusive? Well, firstly, we need to move away from that deficit discourse where we say that students with disabilities have something wrong with them and they're the problem that needs to be fixed. We need to think rather about how assessment can be designed proactively to address diversity. So using universal design for learning and universal design for assessment which sets out some principles, in terms of what we might do differently to consider the range of capabilities that students have.

The other thing to do in relation to assessment is actually to consider the assessment design more broadly. What I mean here is not just to think about the specific task or assessment as that exam that the student sits, the questions on the paper, but to think about the whole process of the assessment. So from who is involved, to what the purpose is, to what the learning outcomes is and how students might be involved. However, our previous work, which was a systematic review of previous work in inclusive assessment, suggests that there was previously little evidence about what actually happened with students in exams and how students with disabilities experienced exams to help us understand what could be done differently. We need to know what's going on before we can make changes.

So then the pandemic happened and this is just a photo of someone - a COVID screening test site in a tent outside a car. So we thought we were going to think about exams in the way that we always thought about exams in large halls with everyone sitting exams at once, but then actually what happened was everyone moved online and exams looked a little bit different. And so in combination with that, we thought, well, actually, you know, there are still - exams are still taking place, they're just taking place a little bit different from what they did before and we asked, could a sociomaterial lens help us better understand how inclusion could be enacted or not enacted in exams. Social material theories conceptualise phenomena as dynamic interactions between spaces, objects and people, and what this means is that instead of just thinking about the exam as a task on a piece of paper, we think about all the bits and pieces that are involved through time, through space, considering the relationships between what happens in the place where the student is. There are still desks, there are still chairs. There are perhaps more laptops and screens. The roles of invigilators and administrators and students and teachers changed a little bit, but the overall idea here was to see how inclusion or exclusion could be experienced through the way that different social and material - so social being the people and material generally being objects - arrangements could contribute to inclusion or exclusion.

This is what happened in our successful grant for NCSEHE. So this was the approach we took. So you can access the whole final report at the NCSEHE website. So our project research questions, and there were four of them, were firstly what are the social and material arrangements that impact on inclusivity of high stakes timed assessments. Within these high stakes timed assessment practices, how does disadvantaged or students with disabilities intersect with other characteristics of diversity. And then in the second part of the project which is where we were doing workshops to try and make things change, we wanted to know, well, which arrangements could be changed and does this actually result in more inclusive assessment design.

I'll talk a little bit about the student narratives first, and we call them narratives because, really, students just wanted to share their stories. So we did interviews and we initially thought we'd only do 30 interviews with students, but what happened was we had so many students put up their hands - well, indicate their interest saying that they would like to be involved, that we expanded the number of interviews we were going to do to 40, and we invited students from two universities, CQU and Deakin, and we invited them via the disability resource centre at Deakin and the similar unit at CQU.

What happened was while everyone was obviously registered because they had some kind of condition or disability, we identified that there were 25 from low socioeconomic backgrounds or they were the first in family to attend university, and there were 21 of those students were from rural or regional or remote areas. There's a lot of overlap in these markers of diversity, I suppose. In terms of the conditions represented amongst these students, a number had a learning disability, some had a physical disability, and some had medical and/or mental health conditions, and some students, as you'll see when I'm presenting the findings, had more than one condition.

So in addition to those 40 interviews, we realised we still couldn't interview everyone. So what we actually did was we invited students to submit a written response or a spoken response to the interview questions and we actually had another 11 students do this. The whole project had full human ethics approval since the research focused on a vulnerable population, and I'd like to note that with the quotes in the coming slides that all of them are presented with pseudonyms but the conditions and the areas the students were studying were actually what they were.

So what did inclusion look like? Well, it varied depending on the students but also depending on a range of different arrangements. So some of it was around the social arrangements. Some around the technology. Exam spaces and exam temporalities also changed. I think the COVID overlay sort of highlighted some of these. And task layout and configuration were also important.

So I'll start with the social arrangements. So students really found that the actions, the way that other people within the university, within their institution interact with them really contributed to how they felt included. So Yasmin said, “My units where I've been successful and I've received high distinctions, the difference was the unit chair and their empathy and flexibility and I think that made the most difference to me.” Arlene also highlighted the role of the accessibility team. She says, “I had a lot of support from the accessibility team. I felt like I was going to fail at one stage and they were just so supportive. They got me through it.” And so it was those individual interactions between the students and the people on the team who were supporting them, who were trying to figure out, well, what's the best way that we can get you through this exam, what kind of things do you actually need, they were really important and made students feel like they could actually achieve and that they were legitimate members of the student body. And Rosanna also highlighted how things outside of the university also impacted on that. So she says, “With a disability and being a sole carer, I need to be highly organised to be able to do my academic best. I often need information quite in advance to be able to plan and prepare.” So she was talking about the juggling of different things and how the stuff in her life outside of university also impacted on how she felt included, in the sense that those lecturers who sort of provided information about assessments at the last minute really made her feel like she was not one of the standard students who might be able to cope with things at the last minute.

Technology was also a really - possibly more of something that was noticed within this context of the pandemic. So a lot of things moved online and Rebecca, who studied law, reported, “One of my assessments was a mock court for evidence law. I just found that really difficult to do because all of this was on Zoom. I was struggling to hear people and there was a lag.” So she had a medical condition and a mental health condition, but in addition to this the overlay of the technology was what made her feel like she wasn't really - it wasn't really an inclusive experience. And I think this really was about the technology and how it was set up, and a lot of other students also reported things around how the internet access was actually part of the dilemma in making them feel included, and one student also reported that actually, on the flipside, having the ability to use their own equipment at home was really helpful in terms of having access to the things that they knew would work for them. So Samira here also points out, “Handwriting and speed is not my friend, even though my knowledge base is good.” So she also really appreciated the switch to technologically enabled exams where she could actually type things in and that was something that perhaps would have been seen as a real adjustment previously that would have required, you know, special arrangements but now everybody had access to it and so that made her feel included.

Students did identify contrasts between the previous ideas of exam spaces and their current experiences during the pandemic. So Ben pointed out that “There's no distractions within the home environment. I have all the different software packages I need to be able to use and I can go and use my computer. It's essentially being within my own exam room but being at home rather than at the university. I don't need to worry about my exam accommodations being ignored or something like that or the room changing. None of those problems occur.” So Ben really felt that actually having online exams was a pretty inclusive move. And Olivia said, “Previously when I had to go to the physical place, I would see other people also getting extra time and stuff to go have breaks. It was really nice to feel normal.” And so that was a really interesting comment from her that she actually felt that seeing other students with similar - well, with similar exam conditions made her feel more included, whereas perhaps being at home alone and only having that interaction with the Lecturer saying, “look, this is my accommodation, can you please make sure I get an extra 10 minutes”, or whatever it was, that felt more isolating than actually being in the same space as other people who were also receiving accommodations was actually more inclusive for her.

One thing that was really interesting for me that came up was around the temporalities of exams. And so students were really - the way that time impacted the way students felt about their exams was an interesting - well, it has interesting implications for how we might design assessments. So Charli says, “One of my exams was more like an assignment. It came out on Thursday at 1 p.m. and it was submitted Friday at 1 p.m. Me and whoever I spoke to, we found that we were working on it from 1 o'clock until 9 p.m. They said it should take two hours but it really took much longer and you just don't know when to stop. That I found wasn't really helpful.” You can see here with that idea of having kind of like a short take-home assignment rather than a traditional exam, and you can see that perhaps the unit coordinators have tried to account for people being at their best at different times of day or having different obligations, so that they could actually just spend two hours within this 24-hour window working on the exam, but this actually made things more stressful for students perhaps with different conditions because they knew that other students would probably be spending more time on it and so they felt obligated to spend more time on that exam. And, you know, if fatigue is part of the condition or they're just not able to work at particular times of day, then that felt like it was less inclusive because they knew it wasn't an equitable experience.

However, Lisa, who also had a medical condition, pointed out that with these sort of extended timeframes, “If I wake up with a migraine I can drug up, download it, think about it, lay down for a bit” - and then she laughed – “and then come back and do it.” So she was really saying that actually having a little bit more flexibility in the timeframe was really good for her condition.

So getting down into the nitty-gritty of the task layout, Jacob talked about how the actual format of the exam had an impact on how he felt about it. So he says, “I definitely missed multiple choice. It is definitely the more relieving option because you have no idea what you're doing when you're typing things in and you always feel a little bit scared.” Just seeing the things in the chat. So Jacob was a first in family student and he did have a bit of - he was saying he was quite anxious around tests and he much preferred multiple choice but, of course, within the context of everything being online and easily searchable, a lot of people moved away from multiple choice, and that led to Jacob being a little less confident about what was happening. Whereas Vicki pointed out that open book had been a really positive experience for her “as it forced the exam questions to be rewritten and focused on assessing understanding of the material rather than ability to memorise facts and figures.” I think this was something that quite a lot of students pointed out, having to memorise things or having that quick recall was something they found was not possible for them and they preferred assessments where they could demonstrate their understanding and capabilities in more meaningful ways.

So a summary of this first phase of research around students' experiences was that many arrangements contributed to inclusion or exclusion and there was actually no singular experience. Students loved different things about different types of assessments and they also really recognised that there were particular things that they had to do, in terms of for the discipline. So, for instance, you know, what would a health sciences student have to do or health professional student have to do, or a student working in a chemistry lab or doing law assessments. They also recognised that university resources really impacted on what was possible and also the student, their individual circumstances meant that some things were better for some students rather than others.

But overall we sort of got the sense that there were actually some things that were really just not great for everyone around the task design and around requirements and how requirements were communicated, what latitudes students had for adapting things to their own sort of needs. So in the phase 2 of the project we really wondered, well, what could we actually change and what could we change in a short period of time?

So the second part of the NCSEHE project was to run some workshops at both of the universities. See - you know, to work with unit chairs and unit teams on their assessments to see, well, you know, what are the most sticky bits that could be changed. So what we did was that we identified enthusiastic people at the two universities. This included unit chairs, academic developers. We invited along people from the access services team, so a few disability liaison officers actually joined us for the process, and we also tried to identify students with previous experiences of those units to come along and talk about their specific experiences. We ran five workshops over four months and they were 1 to 1.5 hours in duration, and they were kind of more like meetings where we had some questions for everyone to reflect on prior to the workshops. We really just had some discussion around a few resources. We recorded the workshops for consistency across the two institutions and we've tried to use a multiple case study design, which you'll see in the report, to look at what happened for each of those units.

So across the five workshops, the first one was really to get to know each other, to discuss ideas about equity and inclusion. The second one was to explore how different people, the roles that they had within the university setting and the relationships in successful exams, and we introduced some of the stories from the student experiences. And the third workshop we talked about assessment design frameworks and how they might apply. In the fourth workshop we introduced universal design for learning and how that could work for assessment. The fifth one we reflected on progress and challenges and identified what else could be done, so to try and generate something at the university system level as well.

I won't go through all of the workshop materials because that will take a while. I just wanted to acknowledge a couple of different things. Firstly, this is the assessment design decisions framework which was developed by colleagues who were at Deakin and Monash and Melbourne University now. This goes back to that broader consideration of assessment design rather than just considering the task itself, which is still important. So to think about the purposes of assessment, to think about the context in which the assessment occurs, to think about what feedback processes are available, which is something else that a few students brought up in that. They would have really appreciated more information about how they were going along the way. To look at the task. To consider what the learner outcomes are and then to consider the interactions with other bits of assessment and other bits of the curriculum.

And so this is what we asked our workshop participants to think about. And then we also asked them to think about UDL, and so I thought I'd provide just a brief example of how this works for assessment. So one of the three things is first providing multiple means of engagement. That's different ways of engaging with the learning resources. So when we transform this to think about assessment, we think about is there variety within the task itself, so different types of questions or topics to choose from so that students have something that is relevant for them to do as part of the assessment. To think about what materials would be necessary to support students to complete the assessment. So what kind of learning resources, what other materials are required. And how does the assessment encourage student self-regulation. How does the assessment actually support and scaffold students to pursue what is interesting to them and to pursue the learning and demonstrating their capabilities in ways that they can determine themselves.

The second of UDL is about multiple means of representation. And so within the assessment task we sort of had pretty basic questions like, you know, will the assessment task include different options for different types of perception? So are we sharing the information about the assessment brief in a visual and an alternative form, like an auditory form. At Deakin there's sometimes a requirement to post a little video at the start of the unit to welcome everyone and the feedback was that that's actually really helpful. So could we do a video introduction to the assessment as well as having that standard written assessment brief. Another prompt for our participants was how will the wording of the instructions clearly express what must be done and has the task been clearly explained? And under that is can you communicate what's going on in that task in different ways, so that students have different ways to access the representation of what the task is.

And, finally, the third aspect of UDL is around action and expression. And for this we saw this as how students are actually responding to the task. So are there alternative ways that students can respond in the mode, so written, spoken, something else, in the rates and timing and the volume. So, you know, could there be multiple tasks over a longer period of time that are smaller, or would students actually prefer larger tasks closer to the end of trimester. We also asked are there other opportunities for student choice in their response around the task or mode. And how does this task actually encourage students to engage in other learning activities across the unit in ways that they are capable of. And what course design decisions could actually mitigate students' anxiety about the assessment?

So we'll now shift to talk about what actually happened with these case studies. I'll provide a very brief overview here, and if you do want to look in detail at what happened across those four units that is in the report. Overall there were shifts in understanding through staff and student interactions. So one of the interesting things we found was that unit chairs actually went for that Marie Kondo approach, so actually cleaning things up a little bit and reducing the content and changing the expectations to focus on things that were really important for their unit. Some of the units shifted to use more scenario-based assessment to really link it with outcomes in the real world rather than it being abstract, and this was in direct response to some of those student narratives around how the students found that assessment that was meaningful for them potentially in their future roles they could actually see would be more inclusive because it actually included who they were going to become.

Some unit chairs took the approach of developing students' assessment literacy, so actually spending a little bit more time talking about assessment throughout the course, rather than just leaving the assessment task to stop there in that assessment brief. There was also changes to exam logistics. This was particularly in the practical unit. One of the units used OSCE’s, which is the obstructive structured clinical examination, which is particular to health professionals' education. Some of the things that were happening within that process was seen as particularly not inclusive, and so things like allowing students to read the exam prompt out loud, because they were going to go into a practical station and actually have to perform a task. So actually reading the task out aloud and being able to make notes at that point was something that was extremely inclusive and extremely easy to do and so when that change was made it actually made everyone a lot less stressed.

There were some successes in those case studies but there were also still a lot of challenges. So existing assessment arrangements around the way that things were generally done within the unit, or generally done within a course being the thing that was already done, there was a struggle to shift away from those things, and particularly in relation to how changes to assessment needed to be approved by particular committees, and overall considering the university operations of how exams run within universities and who has control over those things. And another thing that unit chairs found was around those individual interactions with students, and this goes back to having supportive relationships. So students really reported that it would be great if they didn't have to go to every unit chair and say, “Hi, I've actually got accommodations. Would you be able to implement this for me?” Unit chairs also agreed it was an incredible time sync. Important but they wished there was another way they could easily understand who was in their unit and what types of conditions that they needed to particularly take into account in any given teaching period. And so challenges around how information is transmitted and communicated between the different groups within the university was still one thing that was really challenging that kind of sat alongside the assessment design that we couldn't really make a change to.

So what are the implications for inclusive assessment? What have we learnt? Well, the project was really huge, and I think the main thing that came out of it for me was that making assessment inclusive is an ongoing process and it involves so many people who all have different roles and different priorities in what's most important, and so to elevate the concept of inclusive assessment to make it a priority for everyone is a challenge. And, therefore, we need to think about this at multiple levels. So it can't just be just at that task design level, although task design which supports diversity is really crucial and is one of the things that, you know, ultimately if the task doesn't support students to demonstrate their capabilities, then those students will not be able to succeed.

We also need to think about those broader task conditions which account for the different contexts in which students might be doing assessment. And supporting staff and student interactions around assessment. So this goes to all those conversations that we have to have to figure out who is in our cohort and what support do they need. And also at that broader university level, thinking about policy environments which do allow for flexibility. So one of the things that did come up in our case studies is staff saying, “Look, we'd really love to be able to change things but within the confines of the unit design which has been approved and the assessment task which we've already set out for this trimester, which had to be approved a year ago, we can't actually change this more than a little bit.” So how we can incorporate more of that flexibility so that students can actually do different things is really a question.

The other implication for inclusive assessment is that from all of what the students told us about their assessment experiences and their exam experiences is that their disability was not separate from the rest of their lives. They also had, you know, carer responsibilities. They were perhaps living in a rural or regional area. That also had an overlapping and intersectional impact on how they were able to attend, say, an exam location if they had to drive two hours and their condition meant that they couldn't sit for that long in a car. That was a challenge on top of the challenges that already existed.

So these types of problems and problems with poor assessment design are amplified for diverse students. So, really, when we think about improving assessment for students with disabilities, they're actually likely to support many diverse students, and again this goes back to that concept of universal design for learning where we should be thinking about how things can support everyone across the board, rather than only being accessible to a specific group of students.

And so when we think about the important ingredients that might shift things towards this direction, firstly, the thing that came out of our project was that time and space for discussions to work through these design processes is really important. We had a luxury of, you know, over five hours talking to people to work on their assessment designs and muddle through all their dilemmas. This is something that's challenging and requires support at faculty and university levels to actually recognise that we need time to spend on changing assessment. We can't just repeat the same thing over and over.

Another important ingredient we found was having everyone in the room together. So student voice was really important, and even though we had the collected experiences of 50 something students from that first phase of our project, when we went to the workshops having a student in the room at that point saying, “well, actually that wouldn't work” or “actually what about this”, or “that's still going to be problematic for these reasons” was really impactful for everyone else in the room. We also found the disability liaison officers had a wealth of information and experience about things that had been done in the past and what would work and what wouldn't work. So that was really valuable, and I don't think our unit chairs had many opportunities to actually have those direct discussions before. So it was really, really beneficial.

And, finally, having a safe environment for incremental changes. We hear a lot of the time that people are afraid to make changes to their unit design, to their assessment because that might have an impact on their teaching evaluations, and we did have assurances that the units in the project would be supported and actually, you know, taking the step to make a change was a very brave move that would be acknowledged.

So, finally, very quickly, we did create a range of resources available via the project website, and Kylie is very kindly putting the links into the chat. So, firstly, that's our project website. There are basically three short PDF documents plus a set of workshop materials. The first resource is a five top tips for inclusive exam design, which are all really basic things but might help people who haven't had much interaction or thought about these things before, to think about ways in which exams could be made more inclusive if you still have to have an exam. The second resource is the inclusive assessment framework and development life cycle which actually steps things out in that broader consideration of assessment design and this is backed up by two principles. Firstly, that assessment should credential or develop capability in relation to learning outcomes and not focus on extraneous attributes or skills or behaviours. And, secondly, assessment should support diverse students to demonstrate what they know or what they can do in a way that benefits their development without unfair barriers. So these two principles - the first one is really around the equity and focusing on the things that are important from a university perspective, and the second principle is really about acknowledging how students have a big role to play and that assessment really is for students to learn and we should be supporting them to learn the things they see are important for their future roles, whatever they might be, and that they can demonstrate their capabilities in the ways that they are able to do, which may not be the traditional two-hour timed essay.

Finally, that last document is about institution-wide strategies. If you are able to speak to people who are at that policy leadership level around creating a culture of inclusion, supporting reimagining of exams, which I understand is also useful from a budgetary perspective, since exams are quite expensive to hold. Improving clarity around inclusive assessment processes, so really around those processes and procedures, including streamlining access and how access plans are developed, and promoting evaluation. So no-one is going to care about it unless we have some kind of metric, target or KPI to meet around inclusive assessment, so that's something we should advocate for.

And the last thing I mentioned was around workshop materials. How in their current format they're pretty basic but there are some preparation resources. There are slides for those five workshops and they are creative commons licence. So you can take them away and do whatever you want with them if you are in the position to be able to go away and work with others in this area. So thanks for your attention. I've been watching the chat fly by. I know Darlene has some questions already and I can see there are more questions in the Q&A. So thanks very much for your attention and your contributions in the chat and - yeah. Look forward to your questions.

DARLENE: Thank you, Joanna. Yeah. The conversation has kind of been quite challenging, wanting to listen to you and also wanting to engage in the conversation. It's been great and there's been some robust discussions there. We do have a few questions. Before I ask, and I'm not going to get to them all, Elicia will put into the link, if you want to learn more about universal design for learning, ADCET has web content and we also have an eLearning resource that people can undertake if they'd like to learn more about universal design for learning.

We also have some great things coming up, like a symposium and so forth. Also Elicia will put in a link to our newsletter if you don't already subscribe to our newsletter to hear more about what's available.

Looking at the voting of all the questions, and we've got quite a lot of questions, 12, probably the most popular question was around - and it now seems to have disappeared. Oh no, here. Can you give an example of how to balance flexibility to support students with disability and equity among all students, please? How do educators make sure they don't disadvantage other students whilst providing support to a particular group of students like students with a disability? That got 16 up votes. I'd love to answer it myself but I'll leave it to you, Joanna.

DR TAI: It's a curious perspective. So how to educators make sure they don't disadvantage other students whilst providing support. I guess maybe perhaps this question comes from the perspective that there are particular things we need to do extra for students with disability, rather than coming back to the position. I would walk it back from having to do extra because I don't think anybody's got time to do extra, really. Realistically - and I note there was another question - yes, this is higher education that I've been talking about. I think in the media and everywhere else people are recognising that tutors, lecturers are all sort of stretched, and so I think we're probably more in danger of neglecting students with disability rather than being able to be in a position to provide extra support. The point of trying to take this different perspective of looking at inclusion and how exams can be inclusive was really to sort of reduce the need to provide extra support for any particular group where possible. I don't think we can ever get rid of accommodations and adjustments because there will always be people who need something a little bit different from what might work for the majority of the population but - okay. I'm seeing some things in the chat.

DARLENE: It's hard not to get distracted, isn't it?

DR TAI: Yeah. But - yeah. I agree with Cassandra who says, “Modifications are about removing barriers to engagement. Not making it easier for some students.” Also I think having a better understanding of everyone - so knowing your students, I think, is the first part of this. Is knowing everyone who is in the cohort so you can actually proactively plan for things that will take into account students who maybe are hearing impaired or visually impaired, of planning things so that you don't just have a whole bunch of pictures without alt text attached. So doing things so that you don't have to go back and do the extra work afterwards. So things like some students in another project were saying, “Look, I did have this exam but the exam asked me to describe a picture. It was within a particular exam platform which my screen reader, which did not work with.” So for a student who was blind they (a) could not access the exam platform properly because a lot of things were implemented very quickly in the pandemic, so I kind of understand from that perspective that things just didn't go through the normal processes. But secondly, they couldn't actually do the question because the question asked them to do something that was impossible for them.

So thinking about those things from the outset means that you don't have to go back and go now I need to create a special exam for that person. That's part of the universal design.

DARLENE: Definitely. It's also that other - you know, the word I suppose I often use is that level playing field. It's not actually doing anything extra. It's actually putting students on a level playing field with each other. I think that's a cultural shift we sometimes need to make in education. It's not special or different. It's actually putting people in the same playing field so they are equal. The next one with seven ups was “University students come to higher education from secondary school where adjustments are, for example, allowed”, like under the QLD I think AARA, I'm not familiar with QLD's K-12 process. But if students are used to these adjustments and then they're not provided at uni this could result in stress. The question is, do unis study what is provided in secondary schools with adjustments. Did that come up in your research at all?

DR TAI: That's a really interesting question. So I haven't done any study on what secondary schools provide for adjustments but a number of students who participated in the interviews said things like, “Well, I already had these adjustments at secondary school so it was actually pretty easy for me to go to the university disability resource centre and say, look, this is what I had previously. This was my plan. Here's the supporting documents. Can we do something similar here”, and the disability liaison officers were like, “Great. Everything is already set up. We know what works for you. We'll just keep on doing that.”

And so where students had good links and good support, it worked really well to have similar things carried across. But there were other students who didn't really get that support, like they knew they had a condition while they were at secondary school but no-one really supported them well and they didn't know that there was a place at the university that they could go to where they could get a similar support. So part of the problem, I think, was also around everyone knowing what's available at a particular institution, and everyone uses a different terminology for what the - I mean, I call it a disability resource centre but I don't think that's standard across all institutions. So even knowing who to go to at the university is part of that issue.

DARLENE: Yep. Excellent. Look, once again there's still some great conversation happening. Just the other one that's got the most votes is, currently we have a course that includes a presentation assessment as presentation skills are crucial for the student in this profession. However, some students may request accommodation due to anxiety when presenting in front of the class. How can I strike a balance between inclusivity and authenticity.

DR TAI: I see Penny Robinson has already responded to this question. Thank you, Penny. You are amazing.

DARLENE: I didn't put the thing down. Yes.

DR TAI: I agree with what Penny has said. Another thing I've been thinking about for a while is actually, yes, certainly. We expect students to have skills by the end of their course or the unit but how are we supporting them during their learning to actually develop these skills. I think anxiety is very - is common and it is more of a problem for some people who have real - you know, a real condition. That said, some of these students in our research said, well, you know, I understand that I'm going to have to do this in the future. So these students actually want to be able to develop these skills. So it is not just about what happens at that end point of the assessment but how can we support them at a time, in smaller chunks, as Penny said, can they record it, can they present to a smaller audience, can they present just to the Lecturer. I know that the ultimate skill is probably presenting to a large audience but how can we support students to build up to that point rather than just saying, you've got to be able to do it from day 1.

DARLENE: Yep. Excellent. Well, looking at the time. We've got a lot of questions. Joanna said she's happy to spend some time answering questions afterwards. We might try to get the questions together and Joanna will provide the answers to us which we'll put on the website. We'll send out an email to everybody.

It was fabulous. We had 220 people attend today. We had 480 register to receive the webinar link afterwards, so a really popular topic and, look, the conversation has absolutely been brilliant. I really love that people have answered the questions and put in extra links into the chat. It's what it's all about. I think this technology is - you know, people are getting more and more confident with the using of technology and sharing their wisdom across the platform.

So thank you, Joanna, for your time today. It was absolutely brilliant. It was great to see the presentation. I think we let you know the presentation will be on the website, as well as the links that are relevant that Joanna has spoken to you about.

Our next webinar is called building host organisations capacity to provide safe and equitable work in integrated learning for students with disability. That will be on the 6th of July. A link will go into the chat now if you'd like to register for that which is absolutely wonderful. We will, as I said, have lots of other sessions coming up in the near future around universal design for learning, and I think there was one comment around the research and not necessarily being - the research isn't in and not evidence-based at this stage, certainly hoping there will be more research and evidence around universal design for learning and the impact it can have on the student cohort in the coming years, and we're certainly looking at connecting with our international colleagues too in getting that evidence as well. But there's many ways to support inclusive teaching and support across the tertiary sector, and that's what we're here to do is promote all those ways.

So thank you, Joanna, and everybody for joining in and thank you for the chat and questions. I wish we could put a couple of hours into this. I think we could have kept talking but, yeah, for now we'll finish up and thank everybody.

DR TAI: Thanks.