# Beyond Accommodation: Embedding Inclusive Assessment for Institutional Change

## Slide 1: Introduction

* Title: *Beyond Accommodation: Embedding Inclusive Assessment for Institutional Change*
* Presenters: Nattalia Godbold (Project officer) and Chris Frost (eLearning Manager), University of Queensland
* University of Queensland (UQ): large, research-intensive setting

## Slide 2: Acknowledgement of Country

## Slide 3: Research Questions

* Key questions:
	+ How do students understand inclusive assessment UQ?
	+ How do educators provide inclusive assessment at UQ?
* Opportunity: Teaching Innovation Grant (TIG) to explore inclusive practices system-wide
* Focus: Understanding inclusive and equitable assessment practices across the university
* How does inclusive assessment translate in practice?

## Slide 4: Project

* Key components:
* Student focus groups
* Survey of educators, based on themes found in FGs
* Review of UQ’s Assessment Ideas Factory (AIF)
* Development of an inclusive assessment framework

## Slide 5: Student Focus Groups

* Conducted 4 focus groups with diverse students
* Aimed to understand what helps them feel included, learn, and show what they know
* Themes from student voice:
1. “If I have the option to do a presentation or an essay, I can pick what I’m best at, and I feel more confident showing what I know.”
**(Equity, Access & Student Agency)**
2. “It was just amazing to be given the choice... that helped me engage more with what I was learning.”
**(Student Experience of Assessment)**
3. “It was just amazing to be given the choice... that helped me engage more with what I was learning.”
**(Assessment Outcomes)**
4. “I get really anxious with exams, so having the option to submit a portfolio meant I could take my time... I was actually learning from it.” **(Relationships & Communication)**

## Slide 6: Our ordeal

* Reviewing of Assessment Ideas Factory (AIF)
* Link to AIF: [Home | UQ Assessment Ideas Factory](https://aif.itali.uq.edu.au/)
* Inclusion tag
* Connect with HEA fellows, survey based on student feedback

## Slide 7: Developing the Inclusive Assessment Framework

* Informed by:
* UDL 3.0 principles
* Student focus groups
* Scholarly literature
* Draft inclusive assessment framework:
* **Inclusive**: equity and fairness, choice and variety of modes, creative expression, developmental learning
* **Authentic**: personally meaningful to students’ values or future career
* **Secure**: are students meeting the learning outcomes?

## Slide 8: Looking Ahead

* Launch framework at UQ Teaching and Learning Week 2025
* Another project (?)
* Acknowledgement of project collaborators and grant support
* Professor Gwendolyn Lawrie
* Associate Professor Deanne Gannaway
* Aliisa Mylonas