

Inclusive Practice

Inclusive Practice on my programme – testing the water

- A short questionnaire for use with programme teams
- Gives you an overview of what is working, and what might need to be changed
- Try it for your own programme, or a course you teach on
- What was your score out of 100?
- Were there any surprises?
- Is there something that you might do differently in 2019 and beyond?
- Could you also design a “student” version?
- Use the flipchart paper to make some notes / observations

Looking at Inclusive Practice on my programme – testing the water						
	1	2	3	4	5	
PROGRAMMES & CURRICULUM: We have not considered inclusive practice on our programme for some time						Most of our modules have been recently revisited looking at inclusive practice issues
Not all of our modules take into account the full range of students' cultural, academic and international differences						Nearly all our modules / programmes cater well for the range of students' cultural, academic and international differences.
We do not actively seek advice from people with specialist expertise when planning our programmes/modules						We take every opportunity to seek the advice of people with specialist expertise when planning our programme/modules
Not all of our modules ensure personal/cultural / religious sensitivities are taken into account when designing tasks or assessments						Most of our modules ensure personal/cultural /religious sensitivities are taken into account when designing tasks or assessments
There are some elements of content within sessions or modules which students might find inaccessible due to their age, gender, sexuality, ethnicity etc.						Our modules, sessions and off site trips are fully accessible to all students regardless to their, age, gender, sexuality, or ethnicity.
We have done very little work on ensuring that our modules reflect the diversity of the student population in terms of examples used and topics covered						We have designed our modules to reflect the diversity of the student population in terms of examples used and topics covered
We do not always ensure we use a range of presentation techniques and learning activities to accommodate all learning styles and needs.						We always ensure we use a full range of presentation techniques and learning activities to accommodate all learning styles and needs.
We do not often discuss students' individual needs with them in or out of the classroom						Staff routinely discuss individual students' needs in and out of the classroom
We have not really considered inclusive practice across the whole programme. We tend to look at it at module level.						We have carefully considered inclusive practice across the whole programme, and have a welcoming and inclusive ethos
We have never really considered whether students may be disadvantaged in their ability to take up work placement opportunities						We have seriously considered work placement opportunities and ensure all students are able to access them
DEVELOPING STAFF: Academic staff do not evaluate their inclusive practice on a regular basis						Academic staff evaluate their inclusive practice on a regular basis, e.g. through lesson observations or module evaluations
The staff on our programmes are not aware of any published resources to help with inclusive practice development						The staff on our programmes are very aware of a range of resources or websites to help with the development of inclusive practice
Very few members of the programme team have undertaken any training around inclusive practice in HE						Most members of the programme team have undertaken training around inclusive practice in HE, and we are all aware of our students' learning needs
Our module evaluations rank us poorly on our inclusivity /accessibility in relation to the needs of students with disabilities						Our module evaluations rank us very well for our inclusive and accessible practice and the support that we offer to students
There is little awareness of current legislation or national guidelines, and their implications for our professional practice						Staff are all very aware of guidelines and policies and how they relates to learning, teaching and assessment in our university
STUDENT NEEDS: Students complain that learning resources and presentations are not always accessible in a variety of ways						Our students are very positive about our resources and presentations being accessible to all learners
There is a wide difference in the performance of different student groups on our programme (e.g. ethnic minorities, mature, part-time students, disabled)						There is very little difference in the performance of different student groups on our programme
Students rarely talk openly with staff about managing their learning or identify any barriers to learning						Students usually engage fully to requests by staff about identifying any learning barriers
We spend very little time discussing with students the availability of flexible / alternative study modes						We do spend time advising students on flexible study modes (including part time study or interruption of study)
We do not often publicise the support available to disabled students and how it can be accessed.						We always advise students of the support available to them
TOTALS						

15 ideas for making your lessons more engaging!

Have a careful look at your 2 hour lesson plan, and see if any of these ideas
would make your lesson even better...



PowerPoint design: Break up your text-heavy PowerPoint slides with images, graphs, websites, primary sources or short news items. Make your lesson a memorable experience, not a snooze..	Make it visual: Show a short youtube / video clip, with specific instructions on what to look out for. Design a simple handout for this activity, and then feed back ideas on the docucam afterwards	You what? Give students a few minutes to write down things they were not sure about which they can then discuss with the person sitting next to them. Follow up with some group questions, to help inform your next session
5 minute mindmap: ask students to make a rough mindmap of their understanding of a concept / model you have just taught (e.g. child and adolescent mental health in the London area)	Scenarios: Create opportunities for students to review a given scenario / case study, and develop arguments on different positions (e.g. the pros and cons of zero hours contracts)	Give me 5: Do a check every so often to see who is OK / who understands what you have just said / who needs additional information etc <i>5= I am OK, thanks 3= I'm just about keeping up 1= I am really quite confused!</i>
Use your contacts! Ask a colleague to give a short guest lecture (in person, as a recording, or via Skype) to give students access to people from an international setting (e.g. a bioscientist from India; a banker from Switzerland)	Timeline: Ask the students to make their own physical timeline of the events / research you are discussing (in groups of 5-6?)	Verbal summary: In small groups, give students 2-3 minutes to verbally summarise what they have just learned, before you move on to the next topic. verbalising their ideas will help them to remember what you have just taught them
Look at the apps! Find out about some of the free apps that you can use for class discussions / quizzes / data collection etc. We like Mentimeter, Padlet, Socrative, and of course take a look on Moodle!	Post-its for questions: Ask a question, and give everyone a minute or two to write an answer on a post-it before asking for their responses. Show the post-it to another student before asking for whole-class feedback	Odd one out: Make a slide with four images and ask them which one is the odd-one-out (linked to the concept under discussion). 2 minute group discussion, then feed back to class.

blogs

presentations

wikis

video

**student
conference**

**reflective
reading log**

Symposium

***interactive
dialogue sheet***

**patchwork
text**

posters



10 different assessment ideas

***to use on your
taught programmes***

Inspired by our funded projects with the HEA & JISC



JISC

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Using rubrics in the assessment process

A rubric for assessment, usually in the form of a matrix or grid, is a tool used to interpret and grade students' work against agreed criteria and standards. Rubrics are sometimes called "criteria sheets", "grading schemes", or "scoring guides". Rubrics can be designed for any type of assessment format.

A rubric makes explicit a range of assessment criteria and expected performance standards. Assessors evaluate a student's performance against all of these, rather than assigning a single subjective score. A rubric handed out to students during an assessment task briefing makes them aware of all expectations related to the assessment task, and helps them evaluate their own work as it progresses. It also helps teachers apply consistent standards when assessing qualitative tasks, and promotes consistency in shared marking.

You can use rubrics to structure discussions with students about different levels of performance on an assessment task. They can employ the rubric during peer assessment and self-assessment, to generate and justify assessments. Once you've familiarised students with the idea of rubrics, you can have them assist in the rubric design process, thus taking more responsibility for their own learning.

When to use? Assessment rubrics can be used for assessing learning at all levels, from discrete assignments within a course through to programme-level final projects and larger research or design projects and learning portfolios.

Benefits? Assessment rubrics provide a framework that clarifies assessment requirements and standards of performance for different grades. In this, they support assessment as learning; students can see what is important and where to focus their learning efforts. They can enable very clear and consistent communication with students about assessment requirements and about how different levels of performance earn different grades. They allow assessors to give very specific feedback to students on their performance.

When used for self-assessment and peer assessment, they can make students more aware of assessment processes and procedures, enhance their meta-cognitive awareness, and improve their capacity to assess their own work. They can also result in richer feedback to students, giving them a clearer idea where they sit in terms of an ordered progression towards increased expertise in a learning domain.

They can systematically illuminate gaps and weaknesses in students' understanding against particular criteria, helping teachers identify any specific areas of weakness that need addressing .

Challenges? Using assessment rubrics can present the following challenges. When learning outcomes relate to higher levels of cognition (for example, evaluating or creating), assessment designers can find it difficult to specify criteria and standards with exactitude. This can be a particular issue in disciplines or activities requiring creativity or other hard-to-measure capabilities.

It can be challenging for designers to encompass different dimensions of learning outcomes (cognitive, psychomotor, affective) within specific criteria and standards. Performance in the affective domain in particular can be difficult to distinguish according to strict criteria and standards.

Assessment rubrics are inherently indeterminate (Sadler, 2009), particularly when it comes to translating judgments on each criterion of an analytic rubric into grades. Breaking down the assessment into complicated, detailed criteria may increase the marking workload for staff, and may lead to distorted grading decisions (Sadler, 2009) or students becoming over-dependent on the rubric and less inclined to develop their own judgment by creating, or contributing to the creation of, assessment rubrics (Boud, 2010).

From: University of New South Wales, 2014, at: <https://teaching.unsw.edu.au/printpdf/546>

Table of Contents

Blog	4
Video	6
Wiki.....	8
Poster presentation	10
Oral presentation.....	12
Student conference/exhibition	14
Symposium.....	16
Reflective reading log.....	18
Patchwork texts	20
Interactive dialogue sheet	22

Each of these assessment ideas can be used as a standalone summative assessment, or as part of a formative task towards a final piece of work. They can all be used to support the process of developing academic writing skills.

See our some of our TAPS assessment resources at:

<http://www.roehampton.ac.uk/Services/Learning-and-Teaching/Research/Transforming-Assessment-Pilot-Scheme/>

Blog

Blogs are websites or e-portfolios which maintain an ongoing chronicle of information in the form of discrete entries displayed in reverse chronological order. They can be made by an individual, or as a group project. They can be used as a formative assessment, to develop students' thinking about a new topic, or as part of a formal, summative assessment.

How can I use this format?

Blogs can be private or public and highly personalised, combining text, images, videos or audio files. They also allow the author to suggest links, articles and other media relevant to the blog's focus. Blogs are interactive, allowing viewers to leave feedback on the entries, supporting the development of discussion and networking.

Edublogs are created for educational purposes; they support the learning process, facilitating reflection and collaboration, and providing context for critical thinking.

Entries can include

- original written work
- learning journals
- knowledge logs / reports
- placement or visit notes
- reflection on professional practice
- critical discussion of theoretical material
- annotated photos or drawings
- podcasts / music or audio recordings

Writing for a specific audience is also reinforced. Writing a blog can be a challenging process for students as it requires writing in both a truly reflective and academic fashion, forming clear arguments within the context of existing relevant scholarship, presenting ideas and subjecting them to critique. It takes students out of their comfort zone, as themes from across modules and their relationships must be taken into consideration. Blogs can be assessed in a formative and summative way, in regards to originality, depth of personal engagement with the subject, relevance of the blog to the module outcomes, personal development or quality of presentation.

While access to an IT lab may be required by the students, as well as basic IT support in order to set up the blog, no further resources are required. Students should be given access to a blog which provides a model of practice and instructions about the intended audience, appropriate writing style and word count should be available in advance.

Example Blog Rubric (you will need to set your own weightings and grades)

Topic & weighting	Below 50%	51-60%	61-70%	70% +
Ideas & Content 25%	The student shows no evidence of insight, understanding or reflective thought. Ideas expressed are not original, often confused and are not connected to the module subject, with no supporting material provided	The student shows minimal insight, understanding and reflective thought. Most ideas are not necessarily original and not connected to the module subject. The supporting material provided is not sufficient	The student shows moderate insight, understanding and reflective thought. Some original ideas are expressed, related to the module subject and substantially supported by relevant material	The student shows comprehensive insight, understanding and reflective thought. All ideas presented are original and related to the module subject, expressed with clarity, focus and alongside effective supporting material
Writing Quality 25%	Posts are of very poor quality, without considering the audience and no awareness of author voice. There is little to no evidence of reading other information.	Posts show a below average attention to writing style or consideration of audience. The author's voice is often difficult to distinguish. Student mostly regurgitates previous personal views with limited further reading	Posts show above average writing style, suitable for the intended audience. The student has read moderately and attempts to synthesize information and form new meaning in a distinct voice	Posts are well written, appealing and appropriate for the intended audience. The content demonstrates sufficient reading, new meaning constructed in a consistent and distinct author voice
Community 20%	Student does not show evidence of participation in the blogging community through the use of weblogs	Student rarely participated in the blogging/course community mainly through weblogs of other classmates	Student participated moderately in the wider blogging community.	Student participated actively in the blogging community via comments on other weblogs, and citing others
Use of colour / graphics / enhancements 15%	The student did nothing to enhance or personalize the blog space.	There is very little evidence of multimedia enhancement and the student blog is primarily text-based.	The student enhanced their weblog to some extent using video, audio, images or other add-ons.	The student greatly enhanced their weblog space using video, audio, images or other add-ons.
Other criteria? 15%				

Video

Video, as a form of summative or formative assessment, is becoming increasingly widespread within a large range of disciplines. Video can be used independently or comprise part of a larger assignment and can be annotated or accompanied by a written statement or reflective piece.

How can I use this format?

Video is a medium that can be used for assessment, especially supporting self and peer assessment. The student, during the production of the video and the accompanying material, is expected to reflect on their skills and self-development, as well as demonstrate a deep understanding of relevant theory and practice. The structure of the video can be highly personalised or follow given guidelines, depending on the needs of the module. Creativity, critical thinking, reflection and self-development are encouraged, through the production process, as well as during peer assessment. Students are encouraged to take responsibility of their learning and demonstrate it appropriately through a visual and audio medium.

Learning difficulties and issues are often highlighted, especially relevant in practical applications of theory. Video allows flexibility, in order for all students to demonstrate their understanding in different ways, and students and markers (including your external examiners) can watch the video several times, supporting improved understanding and reliability of marking.

During the assignment briefing session an example video could be presented, in order for students to know what is expected of them, stimulating a discussion on possible assignment topics and how the work will be assessed. Video can be used as a form of group or individual assessment and it supports the development of academic, professional and IT skills, incorporating them in the production of a single piece of work.

The use of video as assessment requires very careful and timely planning of the assignment beforehand, in order to allow enough time for preparation and familiarisation with the production process. Access to equipment and IT suites may be required, as well as basic IT support.

Clear guidelines and adequate technical support should be always given to students throughout the process.

Example Video Rubric (you will need to set your own weightings and grades)

Criteria (these could be 10% each, for ease of marking)	70% +	61- 70%	51- 60%	Below 50%
Does the video address the module learning outcomes appropriately? Have the assignment briefing instructions been followed?				
Has the student demonstrated efficient reflection on theory and practice, as well as their application of theory in practice?				
Has the student demonstrated appropriate deep self-reflection and commented on the learning process ?				
Has the student made good use of peer feedback and advice during the production process?				
Is the video and audio of appropriate quality?				
Was the production of the video well-planned and timelines adhered to? Were any set-backs coped with appropriately?				
Has the student collected sufficient supporting material / background readings?				
Has the student correctly referenced all supporting material used in and for the production of the video?				
Does the student demonstrate sufficient critical thinking and is there a distinct “author” voice/presence?				
Is the video correctly titled or subtitled, as described in the assignment briefing? Are the fonts used legible and clear?				
TOTAL for each?				
Marker 1: provisional GRADE?				
Marker 2: provisional GRADE?				
FINAL AGREED GRADE?				

A wiki is a web-based application that allows community members to quickly and easily create articles. Unlike traditional web pages that can only be read and commented on, Wikis allow members to create, edit and contribute to articles collaboratively. Individual members do not own articles, but instead they belong to the entire community, and so everyone in that community can modify them equally. Therefore a wiki is continuously under revision. It is a living collaboration whose purpose is the sharing of the creative process and product by many. Wikis are a great way for students to record their learning experiences when on an offsite visit or field trip, and also an effective way to engage any students who are not able to attend a trip for various reasons (e.g. disability; lack of funding; family commitments).

How can I use this format?

Wikis can be highly personalised and modified according to the needs of their users; content is often mainly text, but photos, diagrams, podcasts, RSS feeds or hyperlinks can also be included. Wikis can be public or private and can be used:

- to record weekly progression on a project
- as part of a group project exercise
- for note-taking or collaborative teamwork
- to explore and share ideas on a particular topic (e.g. an essay topic to be assessed at the end of your taught programme)
- as part of a transnational or international experience (e.g. with another university or organisation)

They can be assessed in a formative or summative way. Editing of the wiki is usually open to a group of people in real time, allowing members the exciting process of creating a website and encouraging democratic use of the web, promoting content composition without requiring specialised IT skills. Wikis can support dialogue and reflection, peer-assessment and collaboration, while highlighting the process of active learning.

By creating, editing and contributing to a collaborative wiki, students will be able to:

- improve their e-skills and e-confidence
- develop transferable skills, preparing them to be not only a reader and writer, but also an editor, reviewer and collaborator
- expand their research, organisational, planning and negotiating skills
- enhance their writing and research skills prior to completing a larger piece of coursework (e.g., an essay or dissertation)
- enhance their employability, by preparing them for teamwork, national and global audiences, and listening to peer reviewers
- share their learning experiences with a wider audience (e.g., students who are on another campus)

Example Rubric for a group wiki (you will need to set your own weightings and grades)

	Excellent	Good	Fair	Poor
Focus/Impact 20%	A coherent, manageable and relevant wiki topic was selected which provides a useful learning resource to the student community	A coherent, manageable and relevant wiki topic was selected	A topic which was relevant to the class but lacks coherence or clarity was selected for the wiki	The topic selected did not sufficiently meet class goals
Development Process 20%	The students worked well together to manage their workflow. They set and met their goals, assigned tasks and maintained timelines. All participants participated actively in writing, reviewing and revising content, including pages they did not initially create	A small number of students seemed to take responsibility for all the workflow management. All participants participated in writing and reviewing content	A small number of students seemed to take responsibility for all the workflow management. Students did not review each other's work	There is little evidence of workflow management. Students did not review each other's work
Style / format 20%	The authors conformed to spelling and grammatical conventions and maintained internal consistency in style, formatting and tone	The authors conformed to spelling and grammatical conventions. There were internal inconsistencies in style, formatting, and tone	There were some spelling and grammatical errors in the wiki. There were internal inconsistencies in style, formatting, and tone	There are many spelling and grammatical errors in the wiki, in addition to internal inconsistencies in style, formatting, and tone
Organisation 20%	The students used organisational strategies to structure the content, such as summaries, tables of contents, and post-hoc renaming and reorganization of pages	The wiki authors used some organisational strategies to help structure the wiki, such as summaries and tables of contents	The wiki index page contains a summary or a partial table of contents	The wiki authors make little or no use of organisational strategies, and did not work effectively as a group
Other? 20%				

For group wikis, did the team leader

- Help set team goals, as well as actively work to achieve those goals?
- Express own opinion on the direction the team should take while listening to and respecting the opinions of other team members and helping to mediate differences between members?
- Manage group processes by setting and meeting deadlines, providing prompt and substantive feedback to other group members, documenting group decisions, reporting on progress regularly and prompting others for progress reports and feedback when necessary?

Did the team member

- Actively work to achieve team goals?
- Express own opinion on the direction the team should take?
- Manage process by meeting deadlines, providing feedback to other group members and report on own progress?

Poster presentation

During a poster presentation students, either individually or in groups, are asked to produce a poster on a particular topic, which is then presented during a taught session, or at a public event such as student conference .

How can I use this format?

Producing a self-explanatory poster which synthesizes the outcomes of the student's learning and research can be an extremely valuable process that diversifies assessment. It allows students who are more comfortable with visual means of communication to excel and provides an opportunity for self and peer assessment. A poster display is an effective way to disseminate findings and ideas in a visual way, supporting the development of a wide range of useful transferable skills and functioning as practice for future participation in conference poster displays. A poster presentation should be followed by a debrief discussion to allow reflection. Creation of group posters can also support collaboration.

When posters are presented within different levels of a course, they can support peer-to-peer learning, as students will view each other's work critically, learning from the process as a whole. In public poster presentations, the wider academic community, as well as the local community, employers or students from other programmes, could be involved.

A poster presentation must be planned in advance and requires display space and support for the creation of the posters, both concerning materials and IT skills. A rehearsal opportunity should be provided at a relatively early stage, in order for students to get feedback and compare ideas. It is a good idea to have some sample posters available to present the task requirements without restricting creativity. Additionally, the marking criteria and weighting of each element should always be discussed with students beforehand, and clearly outlined in an assignment briefing.

Posters are also a great way to present an essay or dissertation plan, at the beginning of the writing process. This can be a formative exercise with peers, perhaps about half way through a module, to ensure that all students are confident about their chosen topic areas.

Example Rubric for Peer Review of Posters

	Excellent	Good	OK	Suggested improvements?	Comments / feedback
Title, name, date all clearly displayed? (10%)					
Verbal presentation (clear speech; audible; level of confidence?) (10%)					
Poster design – clear layout and easy to read (is the text all legible?) (10%)					
Poster design – colour scheme used (10%)					
Quality and clarity of appropriate illustrations / interesting and relevant graphics / explanatory graphs or diagrams (10%)					
Content – quality of references / range of references / relevance of academic journals used? (10%)					
Response to questions from staff or students? (10%)					
Self-assessment from the presenter (worth 30% of the total grade?)					
What were the best aspects of the poster presentation?	General feedback:				
What aspects of the poster could be improved?					
FINAL GRADE (as agreed by staff)					

Oral presentation

Students, individually or in groups, are often required to give an oral presentation on a particular topic for a specified length of time and could also be expected to prepare relevant accompanying material, such as a PowerPoint visual presentation or a written hand-out.

How can I use this format?

Oral presentations can be assessed in a formative or summative way and can involve self and peer assessment. Their content and style can be geared to specific goals, objectives and student characteristics. Furthermore, they involve a wide range of academic and professional skills, such as communication skills, time-management, organisation skills and public speaking, that are highly relevant to employability. Oral presentations can take place in class or within events such as conferences and can be recorded in order to be used for reflection or e-learning purposes. Oral presentations support enhanced engagement, ownership and satisfaction, while the presence of an audience usually ensures that the students will indeed be prepared to high standards, engaging in deep learning about the topic.

Oral presentations are often followed by Q&A sessions, where students are required to use their critical thinking, deep knowledge and reflection to respond to questions and feedback from peers, structuring arguments and defending their work. These skills can be used in the future in professional interviews or oral examinations, while they also allow for measurement of student achievement in greater depth and breadth. Watching their peer's presentations, students are given the opportunity to further develop and become aware of needed improvements, whilst learning about a wide range of relevant topics and approaches.

An assignment briefing session should always take place in order to discuss possible presentation topics. Clear guidelines should be provided, including a description of the purposes of the presentation and the intended audience and possibly a set of questions to be addressed during the presentation. Within large classes, oral presentations can take place in groups, in order to facilitate efficient peer assessment. Access to IT suites and basic IT support may be required if a PowerPoint presentation is expected to accompany the oral presentation. Oral presentations could prove stressful for some students; however, this could be minimised by clarity in guidelines and marking criteria, through a comprehensive discussion of the tutor's expectations beforehand or practice/rehearsal and feedback opportunities.

You will need to carefully consider the needs of any students with a learning or physical disability; as well as the language needs of international students.

Example Presentations Rubric (e.g. for a presentation that is worth 25% of the module grade)

Presentation (say, 10% for each criteria?)	Excellent	Good	Acceptable	Improvement required
Relevance of presentation topic and content				
Understanding of the module's content and addressing of learning outcomes				
Clear and logical explanations of key ideas, presentation structure; good time management & pace				
Presentation skills / clarity of speech & thought, appropriate use of body language				
Quality & content of hand-outs and any other resources				
Management of discussion and Q&A				
Reflection and critical thinking demonstrated				
Range of references and examples included from the module booklet or Moodle site *				
Additional references and resources identified by the student				
Creativity/originality of presentation and topic				
Other feedback for the presenter?				

** It can be a good idea for students to include their presentation notes and feedback as part of a summative assignment, such as a dissertation or a formal report. The work can be added as an appendix. This is a great way to reduce attempts at plagiarism!*

Student conference/exhibition

A student conference can be organised and hosted by students and facilitated by staff and academics. Within a student conference, the students themselves lead the organisation and administration aspects of the event, as well as give oral presentations and submit posters.

How can I use this format?

A student conference is an event which provides an opportunity for the development and assessment of a wide range of skills and can be readily adapted to different disciplines. Students can be involved and responsible for as many or as few aspects of the conference as needed, such as:

- the initial organisation of the event
- the selection and invitation of keynote speaker
- the creation of the conference itinerary
- advertising and publicity
- being a team member and working within a team to set deadlines
- the organisation of the conference on the day, greeting guests and managing the event.
- the budget
- catering / refreshments

All students can participate, whether undergraduates or postgraduates, while their contribution can depend on their skills and area of interest. A student conference can be interdisciplinary, including topics and students from different departments, as well as take place in collaboration between Higher Education Institutions. Assessment of student involvement in the conference can be overall or focus on specific aspects, such as the poster or oral presentation, and can be summative or formative.

A wide range of skills are developed during a student conference, supporting the enhancement of academic and professional practices, as well as employability prospects. Students can include their participation in the conference in their CVs and discuss it in future professional interviews. As a large-scale event, external partners and academics can be involved, whether as participants or spectators, the event itself providing a valuable opportunity for professional networking. Professional bodies, relevant organisations and employability officers can also be involved in the event.

Administrative, technical and IT support may also be required.

Example rubric for assessing teamwork when planning a student conference

Say, 20% for each element?	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>TEAM WORK</p> <p>Team becomes acquainted with each member's knowledge and expertise, and makes good use of each member's skills and interests</p> <p>Each team member offers and accepts constructive criticism and feedback.</p> <p>Each team member makes a significant contribution, and attends regular team meetings.</p>			
<p>TEAM INTERACTIONS</p> <p>Each member actively listens to other members' ideas and suggestions</p> <p>Team members seek information from one another (collaboration)</p> <p>Discussions and questions are encouraged and alternate viewpoints are entertained</p> <p>Team members show courtesy and respect for other members</p>			
<p>PLANNING AND TIMETABLE</p> <p>Team identifies sub-tasks with milestones and deadlines.</p> <p>Team has mechanisms in place to track progress at checkpoints and milestones (meeting minutes/agendas/action plans)</p>			
<p>MANAGING CONFLICT</p> <p>Team is able to negotiate and compromise.</p> <p>Team is able to readily resolve conflict(s) without destroying the team ethos</p> <p>Each team member does a fair share of the work</p>			
<p>ON THE DAY</p> <p>Team completed its work on time.</p> <p>Team's output/result is high quality and professional</p> <p>Feedback from conference attendees is positive</p> <p>Team is flexible/adaptable to changing requirements</p>			
<p>General feedback:</p>			

Symposium

A symposium is a round-table meeting for the discussion of a specific subject, during which several speakers give a short presentation and discuss a topic before an audience. During a symposium a collection of opinions and perspectives are shared and discussed, as well as articles contributed by several persons on a given topic. Symposium discussions are often accounted for in written proceedings.

How can I use this format?

Educational symposiums support discussion and exchange of ideas, reflection, peer-assessment and critical thinking. A specific topic can be addressed and students could be given a journal article or short bibliography to report on during their presentation, while they receive immediate feedback and comments during the symposium. The discussion that takes place can reinforce active student engagement, highlight the diversity of perspectives in the field and support understanding of difficult course topics through the development of different approaches.

Presentations are generally short (about 10-12 minutes usually works well) and can be accompanied by hand-outs of various formats or a PowerPoint presentation. Apart from giving a short presentation, participants are required to respond to given feedback and give feedback to other participant's viewpoints during the discussion, while their participation in the symposium can be assessed in a formative or summative way.

A symposium is a very useful way to introduce an unfamiliar topic, or to kick-start the process of dissertation planning.

Example rubric for a student-led symposium

	Excellent	Good	Acceptable	Improvement required
Did the participant show sound understanding of relevant literature and key concepts of the topic both during their presentation and the following discussion?				
Was the accompanying hand-out well-structured and correctly referenced?				
Did the presentation highlight a clear engagement with the course aims and attainment of the programme learning outcomes?				
Where the main issues of the presentation topic discussed in an appropriate way, showing understanding, reflection and critical thinking?				
Was the presentation done in a lively and engaging way?				
Did the participant show awareness of the subject's relevance to their own professional practices?				
If used, were visual media, such as images and graphics, used effectively to support the presentation?				
Were current issues within the subject field effectively discussed in the presentation?				
Did the participant respond efficiently to questions and feedback?				
Did the participant take part in asking questions and giving feedback to others?				
General comments?				
Reflections from the student?				
FINAL GRADE:				

Reflective reading log

A reflective reading log is a document similar to a journal, where students can record their analyses, critiques, thoughts, feelings or observations on course readings or other academic texts *prior to writing an essay or dissertation*. For an essay, you may like to allocate 20% for a reflective reading log, and 80% to the main piece of work.

How can I use this format?

When writing a reflective reading log, the student is expected to include additional academic references to show how their ideas and practices have developed in the context of the relevant academic literature. When entries are written in a consistent way, self-discipline, self-development and critical thinking are supported. Following their reading of specific sources, in their reading log students are called to answer questions such as:

- which sources they learned most from and why
- how their understanding of the topic has changed
- how they might use this knowledge in the future
- which ideas they might develop in more depth
- Whether the article might have an impact on their current or future professional practice

They can also reflect on their understanding and learning as a process, and note relevant questions to be directed to the tutor. A reflective reading log does not have to be restricted to text, but can also include images / diagrams; or links to relevant videos, websites and other media. Writing a reflective log can help clarify the student's thoughts during the exploration of the relationship between theory and practice. Additionally, the module tutor can detect writing difficulties or further support needs that might need addressing prior to an essay or dissertation being started.

Reflective reading logs can be assessed in a formative or summative way. Examples of log entries should be provided in order for the students to understand the requirements and writing style involved in the process. It is useful to suggest a word count for each entry, say a maximum of 600 words per journal article.

The reflective reading log provides a useful scaffold for the writing process, which can really help weaker students to enhance their grades. Around 5-6 related articles generally provides enough material for a good log. These readings can then be used in a subsequent essay or towards a wider literature review. Students can also bring their logs into class prior to completion, and present sections to their peers as a discussion. Like other assessment formats, they can be invaluable in cutting down attempts at plagiarism, as the tutor is easily able to check the provenance of each article.

Example rubric for a reflective reading log

	Excellent	Good	Acceptable	Improvement required
Has the suggested word count and layout been adhered to?				
Are the chosen articles clearly linked around an identified theme?				
Are the articles all from recommended academic journals or from course readings?				
Are the student's reflections consistent with relevant theory, models or academic evidence?				
Has the student interpreted the reading material in the light of other course readings or their professional practice?				
Are the entries written consistently, with clear structure and coherence, in the appropriate writing style and with correct UK spelling, grammar and syntax?				
Other feedback for the student:				
FINAL GRADE:				

Patchwork texts

Patchwork texts are short, independent pieces of written work which come together to form a final piece of work, through an iterative process of peer feedback, reflection and review.

Students are asked to write a short text each week (say, 250 words) throughout a module and bring it to class for discussion and review. This enables them to build up text on a given topic of interest prior to writing a more formal piece of work such as a report or essay. The texts can then form part of a longer piece of writing, which the student will feel more confident about starting as they will be familiar with many of the main arguments.

How can I use this format?

Patchwork texts are essentially a variety of short texts which are complete in themselves and may be written in a variety of genres and styles, e.g. a critique, a commentary, a project proposal, or a fictional story, and on diverse topics, addressing different module objectives.

“Patchwork text” assignments can be used in a range of disciplines; they are gradually assembled, while the “patches” are shared between students to encourage peer feedback. At the end of the assignment, the “patches” are put together and students are required to add a reflexive commentary, in which they discuss their approach in relation to the ideas of the course, alongside possible revisions. This supports self-assessment and self-development, while the gradual production of the “patches” highlights the importance of the gradual learning process and allows time for progression, deep learning and holistic understanding of the module content.

The variety within patchwork texts offers an opportunity for all students to demonstrate their knowledge in a variety of ways, supporting increased confidence, ownership and satisfaction; early patches involve easy tasks, difficulty gradually increasing. Critical thinking and deep reflection are required, in what can be seen as a synthesis of reflective and critical thinking. Possible difficulties are also highlighted early on, facilitating early detection and support when needed. Enhanced active engagement and attendance are supported throughout the course. Moreover, the assignment is gradually completed during the semester, thus, no large-scale assignment is required from the students at the end of the semester.

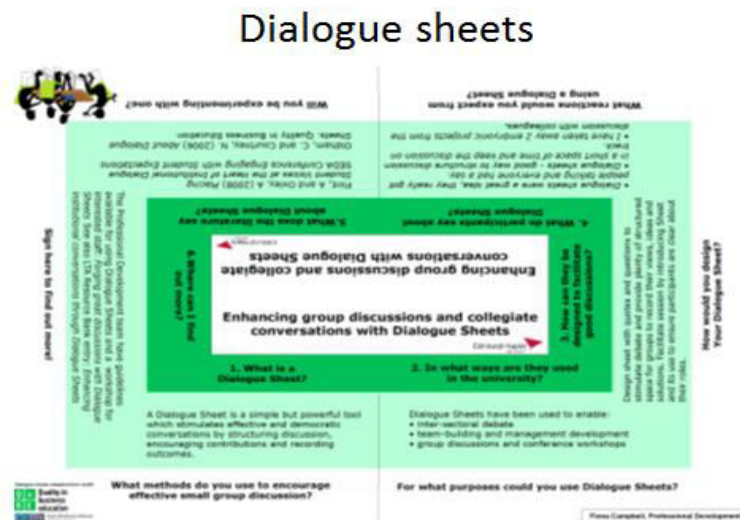
Patchwork assignments should be planned well in advance; the patches are intended to be independent but also form a collective whole, as a carefully structured series of writing carried out through regular intervals during the module. Clear instructions for all the patches should be given, as well as in regards to their “linking” and the process of peer feedback should be facilitated appropriately. Students should also be able to familiarise themselves with the process before being assessed.

Example rubric for patchwork texts (on one ten week module)

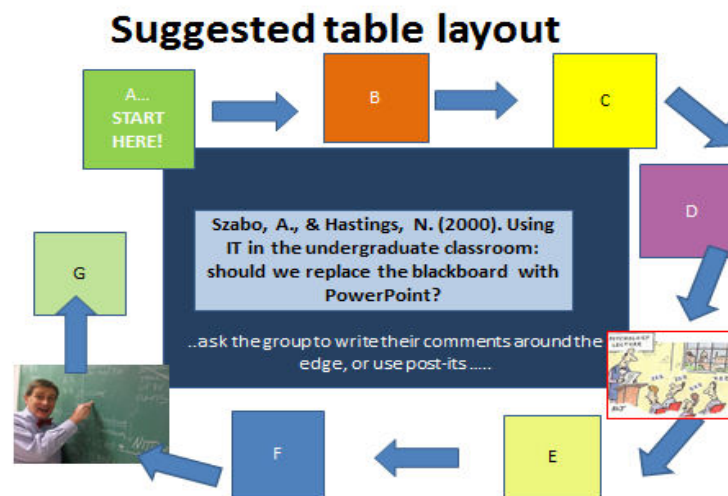
	Excellent	Average	Re-writing needed
Has the student contributed regularly to the patchwork discussion?			
Are the patches written in an appropriate writing style and for the intended audience?			
Are the patches presented appropriately, incorporating a variety of mediums and supporting material?			
Has the student collected and analysed a sufficient body of relevant material?			
Does the student include reflection on skill-development, application of theory and development of sector knowledge?			
Have the student's arguments become increasingly well-structured and coherent over the period of writing?			
Does the student demonstrate a deeper understanding of the writing process?			
Has the student taken into consideration peer feedback and used it for searching out additional resources?			
Has the student presented at least three of their best patches in class or online?			
Have the patches been combined into one piece of extended writing, which will form the basis of further work			

Interactive dialogue sheet

A dialogue sheet is a large printed piece of paper that includes quotations, photographs, references or data on a chosen topic. The students are put into groups of 4-6, and asked to read out and discuss some of the text or to comment on the photographs / diagrams that are in front of them. An *interactive* dialogue sheet is constructed of separate pieces of paper, which are then arranged on a large table with the aim of facilitating a discussion around a certain topic:



Printed dialogue sheet (Napier University)



Interactive dialogue sheet (University of Roehampton)

Students can be asked to construct their own dialogue sheets, and present their ideas to a group of peers. This non-linear and highly interactive way of working can be an excellent way to promote discussion around a journal article or a key topic of relevance to your module. It encourages a high level of participation by less confident students, and enables all students to have a “voice”, whatever the topic. It is an excellent way to formatively assess students’ grasp of new or complex topics in an informal and engaging way.

The dialogue sheet can be assessed in a similar way to a symposium contribution:

	Excellent	Good	Acceptable	Improvement required
Did the participant show a sound understanding of the set topic, both during their initial presentation and the following discussion?				
Was the initial presentation done in a lively and engaging way?				
Was the dialogue sheet out well-structured and correctly referenced?				
Did the discussion promote a clear engagement with the course aims and attainment of the programme learning outcomes?				
Where the main issues of the presentation topic discussed in an appropriate way, showing understanding, reflection and critical thinking?				
Did the presenter show awareness of the topic's relevance to their own professional practice?				
Were visual media, such as images/ graphics / cartoons, used effectively to promote discussion?				
Were current issues within the discipline effectively highlighted and discussed?				
Did the presenter respond efficiently to questions and feedback about his/her dialogue sheet?				
Did the presenter manage other students' contributions to promote a lively and interesting discussion?				
General comments?				
Reflections from the student?				
Feedback from the group?				
FINAL GRADE:				

For your own programme team:

- What do your students think of assessment and feedback on your programme?
- What are the key assessment / marking / feedback issues on your own taught programme?
- Are your assignment briefings timely, understandable and useful? How many do you have? Is there adequate information also available electronically?
- How do your current assessment formats help students to fully engage in your discipline area?
- What would students say about your support mechanisms / tutorial advice / writing workshops / library support etc?
- How can you work with your students to enhance their motivation and enthusiasm for learning?
- Is there something you might do differently next term / next year?

Six ideas for evaluating your (inclusive!) courses



Bridget Middlemas & Jo Peat

University of Roehampton, 2018

Introduction	2
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In-class evaluations

1. One minute paper	4
2. Three suggestions for the course team	5
3. Using post-its to evaluate a lesson	6
4. Online polls during a lecture / workshop (e.g. Mentimeter)	7

Mid-course and end of course evaluations:

5. Using your VLE for a mid-term evaluation questionnaire	8
6. Focus groups with students	10

Further readings and resources	12
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Six ideas for evaluating your courses

Introduction

Many of us are familiar with the traditional “end of course” evaluation, but in this short booklet we would also like to discuss the importance of in-class and mid-course evaluations, so that you can gain a much more accurate picture of the quality of your taught programmes. This is especially important when considering the inclusive nature of your courses, and the accessibility of the learning environments you are working in.

We need to remember that it is sometimes difficult to accurately assess our own professional practice, as there is such a wide variation across different disciplines as to what constitutes an “excellent course”. Nevertheless, it is a good idea to reflect on your current evaluation systems to ensure that your own courses are as well planned, fully resourced and as inclusive as possible.

You and your colleagues may need to consider:

- Should all courses be evaluated every term / every year, or just occasionally?
- Can you use the same survey instrument for all the courses that you teach on?
- How do other departments at your university assess their practice?
- How will you ensure that useful data is collected from students with a learning difference / a disability / second or third language issues?
- Will the surveys be anonymous?
- Who should see the course evaluation results?
- Should the size of the cohort have any impact on the questions that you ask?
- What sort of questions will get you the best and most useful responses?
- Should the evaluations be compulsory or optional?
- What will happen if you have a very low response rate?
- How will you ensure that all students have a chance to express their feedback to you?
- Should you put your surveys online, or is a paper format better?
- Could you also make use of a group discussion (e.g. a focus group) to gather useful data?
- What will you do with the data that you gather from the evaluations?

You will also need to consider if there are some standard questions that you will need to include (which will also be used by other course teams). These may include topics such as:

- an overall assessment of the whole course
- an item that asks students to rate their agreement with a statement similar to — “I learned a lot in this class” or “I found this class really interesting”
- a question to address whether students would recommend the course to other students

- the support available out of class (e.g. tutorials / academic writing support / library classes etc.)
- a rating of the impartiality of the professor / lecturer
- a rating of the clarity/communication skills of the professor / lecturer
- an evaluation of the assessment formats used / their suitability for what was being assessed / how inclusive the formats are for all students
- an overall assessment of the professor / lecturer and his or her performance
- a rating of the organisation and administration of the course
- a rating of the availability (face to face or online) of the professor / lecturer instructor outside of class
- a rating of the level of challenge, course difficulty, or workload involved
- an open-response item to allow for comments on how the course might be improved next time it is run

For in-class or mid-term evaluations, you could also consider items such as:

- A question relating to the quality of virtual learning environment and how it is being used to support learning in an inclusive way
- A question relating to the quality and accessibility of the books / resources / videos available to support private study and preparation for assignments / exams
- Students might also be asked to comment on items such as:
 - Describe the effort you put into this class
 - What are you enjoying most about this course?
 - What do you find most challenging about this course?
 - Do you feel that all students are fully included in class activities / discussions? If “no”, is there something the course team could do differently?
 - Does the professor / lecturer provide timely and useful comments and feedback on your work?
 - What about this course has been particularly useful to you so far?
 - Does the professor / lecturer promote your intellectual engagement with the subject matter?

Have fun, and let us know if you have any other good suggestions.

Bridget Middlemas & Jo Peat

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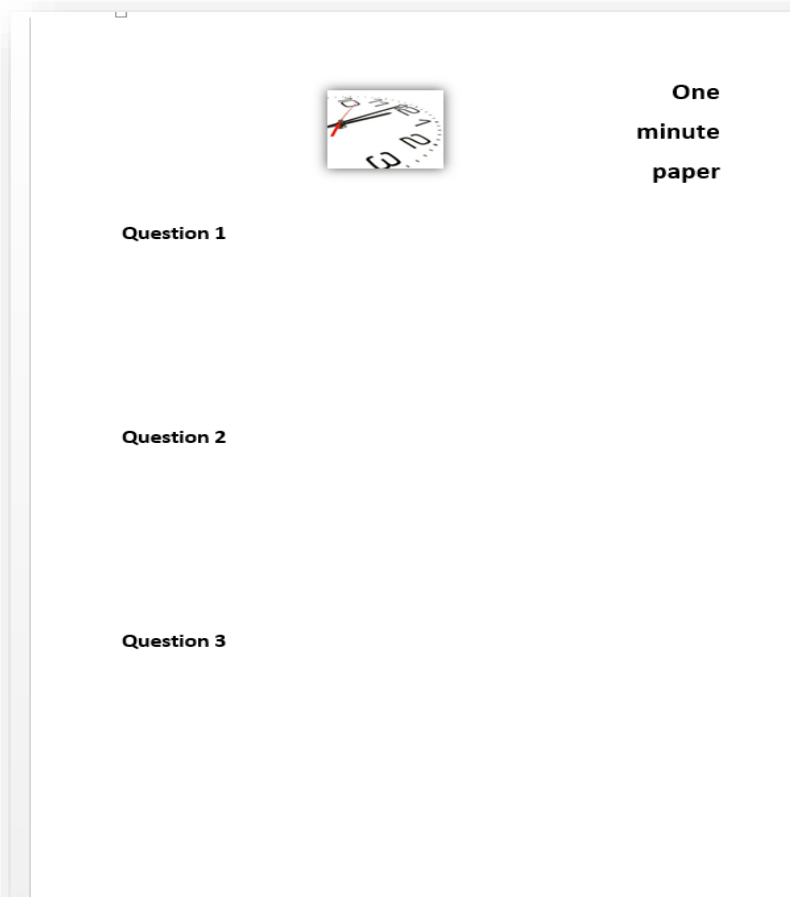
Based on suggestions from: Hanover Research Council (2009) *Best Practices in Student Course Evaluation*, available at: http://www.planning.salford.ac.uk/_data/assets/pdf_file/0015/20760/Best-Practices-in-Student-Course-Evaluation-Membership.pdf

One Minute paper

This is a quick and easy way to evaluate how successful your class has been, and gives you some instant feedback on the levels of understanding of a new topic or theory that you have just taught. It can also be used to evaluate students' support needs, or to check if they have made a good start on their next assignments.

Suggestion:

- Think of three short questions that you would like to ask your class, so you can evaluate student progress / understanding. Ask for short answers!
- **EXAMPLE:** You could ask something like:
 - Question 1: what progress are you making with your project proposal?
 - Question 2: are there any additional resources you'd like to see on the VLE to support your private study?
 - Question 3: what has been your biggest challenge so far this term?
- Print out as many copies as you need, and distribute at the end of a taught session. Give the students a minute or so to complete their answers, then collect the papers at the end of the session. All replies are anonymous.



**One
minute
paper**

Question 1

Question 2

Question 3

Three suggestions for the course team

This is a similar technique to the One Minute Paper (see p.4), but it is more open-ended.

You can introduce the activity with a PowerPoint slide, explaining that you are currently considering how inclusive /accessible your teaching is, and that you and your colleagues will be revising the course before it runs again next term. Say that you are looking for some suggestions from students to make sure that the course is as up to date and well-resourced as possible, and that all students feel fully involved during class time.

You can use a paper handout, or for a large group, just make a PowerPoint slide:

3 suggestions for the course team?



You can hand these out towards the end of the class, or have some group discussions and ask for suggestions. A senior student or a member of the Student Union could do this for you, or you can stay in the room and get feedback in person.

Ask students to complete them and hand them in before they leave. You could have a box at the front of your class to collect the responses.

It's a useful, quick & anonymous way to gather feedback on your teaching.

Using post-its to evaluate a lesson

Post-its are a really good way to obtain evaluation data, and most students are very happy to use them. They are anonymous, fun, and usually quick to complete!

Suggestion 1:

Give each student three post-it notes. You could ask them to complete the yellow one with “I need to know more about...” the pink one with “I would like additional explanation about...” and the green one with “my favourite part of the lesson was...” You can vary these prompts to suit your own needs. Ask your students to write a response on each Post-it, and then stick the Post-its on the door or wall as they leave the room. You collect and sort them and quickly learn something about what they are thinking about both the learning and the teaching.



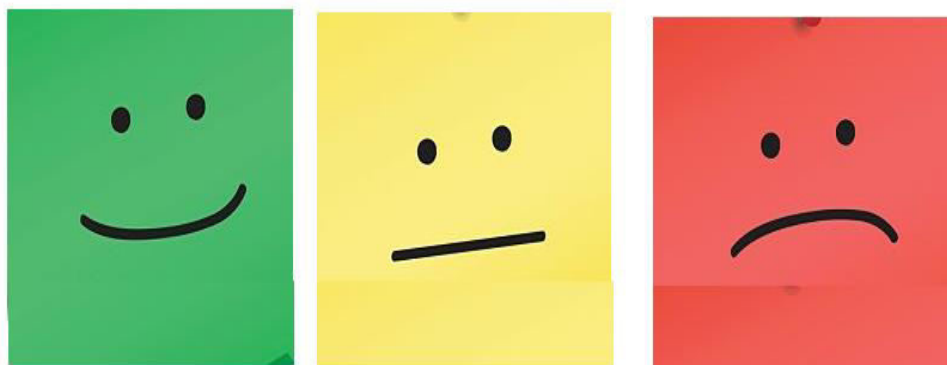
Suggestion 2:

Ask the students to work in small groups, and explain that you would like them to give some feedback on today's lesson. Say you are using a traffic light system, and give each student a green yellow and red post-it. Ask them to make some comments on each colour:

Green = I am happy in class when..... / I feel confident in class when.....

Yellow = I am not very clear about / I need additional support for.....

Red = I find it quite difficult when we / I find it hard to keep up when.....



Online polls during or after a lecture

If you are teaching a new or unfamiliar topic, it can be a good idea to find out if the students have fully understood what you have just taught them. This is especially important if you are teaching science or maths subjects, so that you can be sure if students are ready to progress to the next level. If you only enquire verbally ("Is everyone OK?"), it may be that most students do not want to inform you that they are not feeling very confident, as they do not wish to bring attention to themselves. However, if you make use of an online poll using software such as Mentimeter can give you a good idea of the levels of understanding that students are experiencing.

A simple poll such as the ones below will give you a good idea if your lecture has been fully understood, or if you need to provide some additional explanatory resources before the next session. The polls are easy to design, and can cope with an unlimited number of replies from your students. See the Mentimeter website at: <https://www.mentimeter.com>

How are you getting on so far with this new topic?



Give me 3 words to say how you felt in today's class



Using your VLE for a mid-term evaluation questionnaire



You can use your VLE to send out a mid-term questionnaire, which is especially useful if you are running a course for the first time.

You may wish to choose several evaluation questions from among those listed here. Please adapt them, or add your own as required.

General questions	very often	sometimes	rarely
I find the usual format of this class (lecture, discussion and problem-solving) helpful to the way that I learn.			
I feel that this class format engages my interest.			
I feel comfortable speaking or presenting in this class.			
I think that I would learn much better if this class was organised in a different way			
I feel confident about the assignments this term, and know what is required			
I feel confident when reading about this subject outside of class, and know how to take good notes as I read.			
I feel comfortable approaching the professor / lecturer with questions or comments			

Questions Applicable for Problem-Solving or Laboratory Classes:

The problems worked in this class help me in working other problems on my own.

I feel that I learn how to solve problems more easily when I work with a group of students.

I find the laboratory lectures helpful in understanding the purpose of the experiment.

I find the instructor's comments during the laboratory sessions help my understanding of key steps in the experiment.

I find the comments on my written laboratory reports helpful in understanding the experiment.

I learn more from the laboratory when I am given resources on the VLE in advance

I learn more from the laboratory when I have clear written instructions as well as a verbal explanation

Questions for Discussion-Oriented Classes:

I find class discussions help me in understanding the readings.

I find class discussions help me in understanding key concepts in the course.

I feel that class discussions are dominated by one or two people.

I learn better when I have more of a chance to speak.

I learn more from discussions when I am given a question to think about first.

I learn more from discussions when I am given a question to write about first.

Questions for Classes Using Team or Group Work:

I feel that I learn more when I work with a group.

In group work we all have a fair chance to contribute our ideas

I feel that I need more guidance and explanation for our group work.

I find it helpful to get feedback from my group on my own performance in the group.

I think that groups work better when each person has an assigned role in the group.

Based on ideas from Princeton University, USA at: <https://mcgraw.princeton.edu/mid-term-evaluation-questions>

Focus group with students

A focus group is a great way to gather evaluations from your students, and will help you to identify any key issues well in advance of revising a course or changing its format in any way. You will need a neutral moderator / facilitator (perhaps a professor or lecturer from another course) and a note taker (perhaps a post graduate student or your course administrator?) to capture the discussions that take place.

Suggested procedure:

At the beginning of the Focus Groups – introduction (5 minutes)

The focus group moderator and the note taker should introduce themselves to the students, and explain the purpose and use of the exercise as follows:

- to review the knowledge and skills they have gained throughout the course
- to help faculty further develop the course and design inclusive resources for next year's cohorts
- to assure all participants of total confidentiality of information - that all information gained through the discussion will be written up in summary form, and in such a way that the identity of any particular person will not be recognisable

The following should be used as guidelines, and prompting questions should be used throughout to be clear what is meant – for example:

- Can you give me an example?
- How would that be?
- Ah yes, why is that so?
- Can you tell me a little more about that?
- Does anyone else think this is an issue?

Also, at the end of each phase, try to summarise by saying, “so, in short, what I have understood is is that correct?” Then move on to next phase:

1st phase - Warm up to put people at ease (10 minutes)

- So, what are your general reactions to the course?
- Do you think that all students felt equally included in group work and discussion activities?
- What aspects did you enjoy the most? (People will generally include aspects they didn't enjoy too, but if not, you can ask them)
- Can you tell us about any parts of the course that you have found a bit challenging?

2nd phase – Focussing on new learning (20 mins)

- What useful new skills or knowledge do you feel you have gained from the course?
- Can you tell us how the VLE (Moodle /WebCT) was used to support your learning?
- What have you been most proud of achieving on this course?
- What aspects of the classroom environment did you find particularly supportive to the way that you learn?
- Is there any aspect of the course that you feel was LESS helpful to the way that you learn?

3rd phase – Focussing on assessments / projects (20 mins)

- Can you tell us a little about the assessments / exams on this course?
- Did you feel that these assessments / exams were a good way to assess what you have learned?
- Is there something that the course leader could do differently next time the course takes place?
- Do you have any suggestions for changes to the assessments / exams?

4th Phase – Wrap up – thank everyone for participating, tell them what will happen next – (5 mins)

Moderator should repeat the main aim; that is that the course team will use the information to help develop the course / revise current ways of working, but that their confidentiality is absolutely assured. Offer all students a copy of the Discussion summary to review before its being given to the Head of Department / Head of School.

Afterwards

Write a short report to share with the students, to see if everyone agrees with what has been written.

If you have time, you can also convert some of the key findings into a short ranking activity, so that you can find out which topics are the most important to the students attending the course. For example, you can ask them to rank these suggestions for the course team in order of importance:

<i>Suggestions from the focus group</i>	<i>Please rank 1-5 in order of importance (1= most important)</i>
We would like more resources on the VLE to support us with academic reading and writing activities	
We would like a shorter exam, and an additional mid-term paper (1000 words) instead of a 3 hour exam at the end of term	
We would like to have more opportunities to let the professor know when we are finding the class difficult to follow	
We would like to have more access to Library resources, as many books are often unavailable	
We would like more practice and feedback before we do our presentations in week 8	
Do you have any additional suggestions / comments for the course team?	

Further readings and resources

Bristol University *Course Evaluation Report* (2017) available at: <http://www.bristol.ac.uk/media-library/sites/primaryhealthcare/migrated/documents/idfmpreport.pdf>

Gravestock, P (2008) *Student Course Evaluations: Research, Models and Trends*, University of Toronto, available at: <http://www.hegco.ca/SiteCollectionDocuments/Student%20Course%20Evaluations.pdf>

Lim, P; Gan, S. & Ng, K. (2010) *Student evaluation of engineering modules for improved teaching-learning effectiveness* Engineering Education, Vol 5, no 1, available at:
<https://www.tandfonline.com/doi/full/10.11120/ened.2010.05010052>

Stark, P. & Frieshtat, R. (2014) *An Evaluation of Course Evaluations*, available at:
<http://www.specs-csn.gc.ca/site-com/qlp/2015-2016/2016-03-30/articles.pdf>

University of Bristol (2018) *Advice for faculty on using an audience response system* (TurningPoint) available at: <http://www.bristol.ac.uk/digital-education/support/tools/srs/>

University of East Anglia (2018) *Sample questions for faculty designing module evaluations on the VLE*, available at: <http://www.reading.ac.uk/web/files/qualitysupport/moduleevaluation.pdf>

University of Leeds (2018) *Sample questions for module evaluations*, available at:
http://ses.leeds.ac.uk/info/21040/academic_review/828/module_evaluation_survey_statements

University of New South Wales (2018) *Evaluating Your Teaching and Courses*, available at:
https://teaching.unsw.edu.au/sites/default/files/upload-files/evaluating_yr_teaching.pdf

University of Reading (2018) *Policy on Module Evaluation*, available at:
<http://www.reading.ac.uk/web/files/qualitysupport/moduleevaluation.pdf>

AGENDA

Erasmus + INCLUSION project FACULTY TRAINING **29 November, 2018**

Venue: *M. Baghramyan 40 str, Yerevan, AUA Paramaz Avedissian Building (PAB), 4th floor, 434W AKIAN ART GALLERY*

Trainer: *Ms. Bridget Middlemas, Senior Lecturer in Learning and Teaching in Higher Education, SEDA Programmes Convener, R4NA Tutor, Learning & Teaching Enhancement Unit, University of Roehampton, London; UK*

Participants: *American University of Armenia (AUA) and State Academy of Fine Art (SAFAA) Faculty*

TIME	TOPIC	PRESENTED BY:
15:00 – 15:05	Welcome note	Dr. Randall Rhodes, Provost, AUA
15:05 – 16:00	<p>Introduction to the workshop: Inclusive approaches to learning and teaching in higher education</p> <ul style="list-style-type: none"> • Understanding physical and mental conditions that limit students' academic success • Providing pedagogical accommodations to students with physical and mental disabilities • Providing classroom assessment accommodations to students with physical and mental disabilities 	Bridget Middlemas, UoR
16:00-16:15	Late lunch/Coffee break	
16:15-17:25	<ul style="list-style-type: none"> • Identification of learning differences • Knowing how to identify students with mental and physical disabilities • Learning about real-life scenarios to demonstrate how disability impacts student's academic success and how best to meet students' needs • Ideas for 2018-19 	<p>Bridget Middlemas, UoR</p> <p>All participants</p>
17:25-17:35	Closing remarks	Dr. Randall Rhodes, Provost, AUA

AGENDA

Erasmus + INCLUSION project STAFF TRAINING **30 November, 2018**

Venue: *M. Baghramyan 40 str, Yerevan, AUA Paramaz Avedissian Building (PAB), 4th floor, 434W AKIAN ART GALLERY*

Trainer: *Ms. Bridget Middlemas, Senior Lecturer in Learning and Teaching in Higher Education, SEDA Programmes Convener, R4NA Tutor, Learning & Teaching Enhancement Unit, University of Roehampton, London; UK*

Participants: *American University of Armenia (AUA) and State Academy of Fine Art (SAFAA) Staff*

TIME	TOPIC	PRESENTED BY:
15:00 – 15:05	Welcome note	Dr. Randall Rhodes, Provost, AUA
15:05 – 16:00	<p>Introduction to the workshop: Inclusive approaches to learning and teaching in higher education</p> <ul style="list-style-type: none"> • How can staff best support students with physical and mental disabilities? • Providing pedagogical accommodations to students with physical and mental disabilities • What type of training would best serve the staff? 	Bridget Middlemas, UoR
16:00-16:15	Late lunch/Coffee break	
	<ul style="list-style-type: none"> • How can staff accommodate special needs students? 	Bridget Middlemas, UoR
16:15-17:25	<ul style="list-style-type: none"> • How to solve conflicts and problems during the exams with students from underrepresented groups? • Best practice in approaching and helping students from underrepresented groups • Ideas for 2018-19 	All participants
17:25-17:35	<i>Closing remarks</i>	Dr. Randall Rhodes, Provost, AUA

REGISTRATION LIST

Faculty training




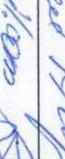






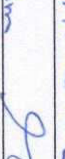


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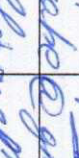

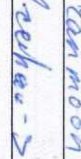

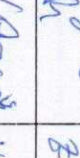
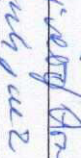



DATE

29-Nov-18

VENUE

American University of Armenia

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inclusion

[Grant Agreement Number 2016-3686/001-001]
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REGISTRATION LIST

Staff training

TITLE



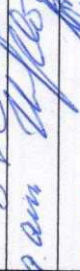

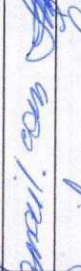






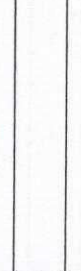
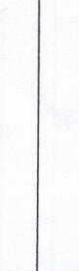
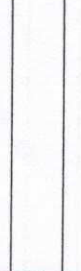


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30-Nov-18

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