



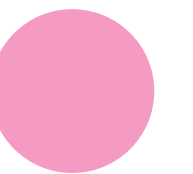
# CONTENTS

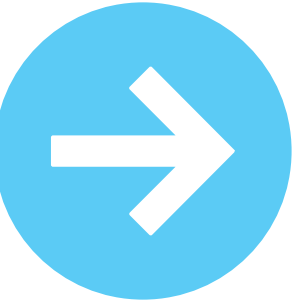
Working in Partnership

● Case Study Overview

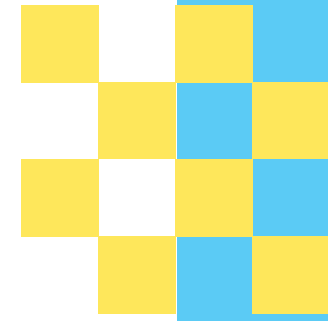
Assessment  
Recommendations

Impact on inclusivity





# WORKING IN PARTNERSHIP



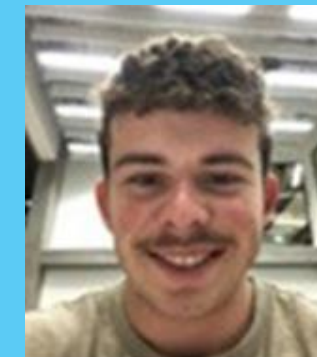
Traditional assessment methods eg exams, essays often:

- provide limited opportunities for learners to develop or evidence individual distinctive capabilities (CAST, 2018)
- discriminate against or exclude students through requirements irrelevant to the outcomes (Tai et al., 2021)

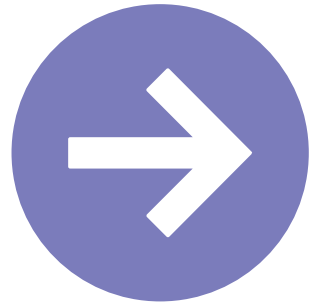
Recognising assessment as a shared responsibility, we utilised a Students as Partners (SaP) model to provide an Academic Integrity, EDI, UDL and Employability lens upon the selection and design of methods.

Practices that involve SaP have rarely been connected with assessment (Matthews et al. 2021).

## Who was involved?



NTUTORR student champions, TU Dublin Students Union, Students and Staff from across all three University Campuses.



# CASE STUDY OVERVIEW

**Compendium of Assessment Methods**

**A COMPENDIUM of Assessment Methods:**  
from Students' Perspectives

**Why is UDL important?**  
Implementation of UDL principles within assessment and feedback practices will cater for the diversity of learners in the University. **Chris Kenny & Fatima Khan**, UDL Student Champions.

**Why is Employability important?**  
Many students are looking to go into the workforce - implementing employability skills into learning and assessment methods is crucial. **Teniola Ogunbadejo**, Employability Student Champion.

**Why is EDI important?**  
EDI principles must be tangibly integrated into assessment methods to mirror the diversity present in the world that we find ourselves in. **Jake Bushe**, EDI Student Champion.

**Why is Academic Integrity important?**  
Academic integrity is important to assessment and feedback practices as it is fundamental to students' educational experience and their overall success. **Damola Shekoni**, AI Student Champion.

**Project website:**  
<https://www.transforminglearning.ie/>

**Why is this publication different?**  
The strength of this publication is that it has been written by students who have researched each method and are presenting their perspective on the assessment process. **Professor Brian Bowe**, Director of Academic Affairs, TU Dublin.

**Enriching Learning** **TU DUBLIN**

## Incorporating the Student Voice

**First output** – building our partnership

*'Reframing Assessment in light of AI'* event  
Student presentation

**Second output** – developing our resource

TU Dublin Compendium of Assessment  
Methods: Students' perspective

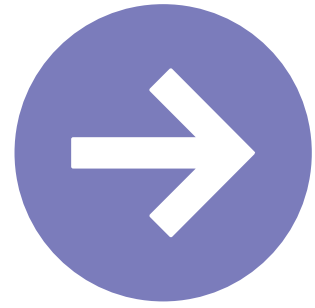
**Third output** – reflecting upon our research

2024 Showcase of T&L innovations poster  
/presentation of recommendations



# A COMPENDIUM of Assessment Methods:

from Students' Perspectives



# DESIGN & DEVELOPMENT

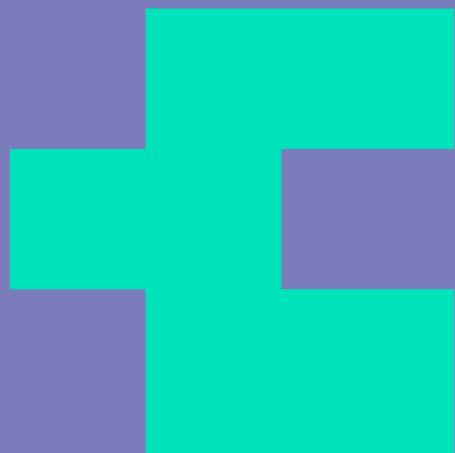
Student Voice

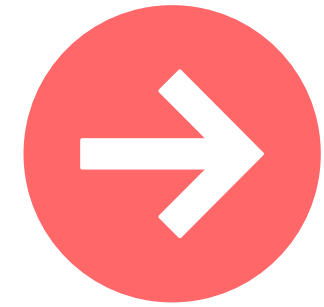
Accessibility

Flexible Assessments

Star Rating System

Equality, Diversity & Inclusion in our  
Assessments





# RESOURCE OVERVIEW



## Introduction

Excellent publications have documented and promoted different assessment methods that can be employed in higher education; however, you may have noticed that many are not designed with the student's perspective in mind. Our comprehensive Assessment Handbook is here to help. This compendium is one of the outcomes of the transforming e-learning project and aims to provide a handbook of Assessment methods from a student's perspective. It seeks to bridge the gap between educational objectives and learning aspirations, offering a seamless and effective learning experience for everyone.

The NTUTORR student champions reviewed each of the assessment methods. They focused on the skills evaluated, as well as the advantages and disadvantages of each method, from both a teaching and student experience perspective. The champions also provided their own opinions based on their experiences as students. Each technique presented has been carefully scrutinised for its effectiveness and relevance to the learning process, ensuring that students receive the best possible assessment experience. In the process of creating this compendium, we took into account TU Dublin's academic integrity policy as well as the assessment guidelines used in various disciplines across all TU Dublin programmes and locations. See to the right, the rankings used for each of our selected assessment methods.

Criteria	*	**	***	****	*****
Universal Design for Learning (UDL)					
Academic Integrity					
Employability					
Equality, Diversity, Inclusion (EDI)					

Table one: NTUTORR rankings used for each of the Compendium assessment activities

**Disadvantages from a teaching perspective:** Students may be unfamiliar with the form of assessment and find the task challenging. Clear guidelines and assessment criteria should be provided. Students might have varied research and writing skills. Sensitivity should be given to topics that might be controversial and/or elicit strong opinions. Traditional articles may lack interactivity compared to multimedia or hands-on learning materials.

**Positive aspects from a student's perspective:** Articles provide an opportunity for students to delve deeply into a topic, gaining a comprehensive understanding beyond surface-level knowledge. Many articles can be based on real-world events, cases, or research, making the content more relevant and applicable to students' lives and future careers. Well-crafted articles also serve as models and standard bearers for students in their own academic writing.

**Negative aspects from a student's perspective:** Some articles, especially academic contributions, can be complex and challenging for students who might feel overwhelmed by the time required to research and write lengthy articles. Topics might be perceived as dull, uninteresting or not relevant. Students may struggle with writing in a complex language. If students are not advised to source a variety of articles on the subject matter, some articles might encourage students to develop biased perspectives or viewpoints.

UDL implications (star rating low to high)	*****
Academic Integrity rating:	****
Employability enhancement rating:	*****
EDI implications:	***

## Article for a Newsletter, Magazine or Journal

# A COMPENDIUM of Assessment Methods: from Students' Perspectives

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T DUBLIN  
TECHNOLOGICAL UNIVERSITY DUBLIN

Transforming Learning

**Description:** An article is a written piece of content that explores, discusses, or analyses a specific topic, issue, or subject matter. It is typically created for publication in a periodical such as a newsletter, magazine, or academic journal. These often follow a structured format with a clear introduction, body, and conclusion, presenting information in a coherent and engaging manner and they can cover a wide range of topics, research and opinions.

### What does it assess?

- Communicating skills e.g. presenting information, professional writing.
- Critical thinking and analytical skills.
- Writing for and educating the selected audience, considering different perspectives.
- Research skills contributing to the existing body of knowledge in a particular field.
- Independent working.

**Benefits from a teaching perspective:** This depends upon the programme level and the skills to be developed. Articles can be linked to real life events, research and the presentation of information for a different audience. Well-chosen articles can capture students' interest and engagement and be more interesting to mark. Articles often provide recent information, helping students keep up with trends, in their field of study. Reading student articles in class can promote discussion and debate.

## B. Assessment and Feedback Guidance for students by students

### Managing and responding to your Assessment Feedback - Jake Bushe

Managing and responding to assessment feedback is a crucial aspect of the learning process in higher education. Here are some pieces of advice and guidance from students to students!

- 1 Review Feedback with an Open Mind:** Approach your assessment feedback with an open mind. You should understand that feedback is only provided to help you improve constructively, not to criticize your abilities.
- 2 Take your time:** Give yourself some time not only when diving into the feedback but also time to digest what has been said.
- 3 Give yourself some grace:** Lecturers are aware life gets in the way, perhaps your hand in was not your best effort but maybe personal circumstances are to blame for this, so allow yourself some grace!
- 4 Talk:** Speak to peers, friends and family about your feedback whether it be positive or negative! These people are there to support you, as remember a problem shared is a problem halved.
- 5 Seek Clarification:** If certain feedback points are unclear.
- 6 Identify Patterns and Trends:** Some people enjoy looking for patterns or recurring comments across different assessments.

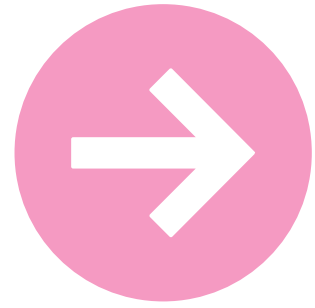
**7 Celebrate Successes:** Acknowledge and celebrate the aspects where you performed well. It's not just about addressing weaknesses but also recognizing your strengths. Positive reinforcement is essential for motivation. Be proud!

**9 Utilize Resources:** Take advantage of all the wonderful resources within our college. Whether it's additional readings, workshops, or tutoring services, TUD often will provide the support you need in order to help in the area you require.

**11 Peer Review:** Consider engaging with your peers. Getting feedback from classmates can provide additional perspectives and insights. It also fosters a collaborative learning environment.

**8 Create an Action Plan:** Based on the feedback, create a concrete action plan for improvement. Break down larger goals into smaller, manageable steps. This makes the process less overwhelming and more achievable for the next assignment you must tackle.

**10 Reflect on the Learning Process:** Being able to constructively reflect on oneself is key. Consider the feedback as part of your ongoing learning process. Reflect on how you approached the assignment, what strategies worked well, and what could be improved in terms of time management, research, or writing skills.

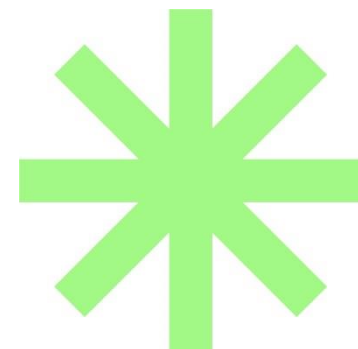


# ASSESSMENT RECOMENDATIONS



1. Balance Summative and Formative Assessments
2. Explore Alternative Assessment Methods
3. Ensure Alignment with Learning Outcomes
4. Provide Variety in Assessments
5. Prepare Students for Assessments
6. Avoid Assessment Deadline Clustering

7. Use Staged Assessment for Coursework
8. Include Ongoing Formative Feedback
9. Maintain Assessment Transparency
10. Offer Choice in Assessment
11. Enhance Feedback Engagement
12. Advise Students on Feedback Utilization





# → IMPACT



## Project

highlighted the importance of incorporating an inclusive student voice within curriculum design processes and the need to develop trust within a Student as Partners relationship

## Students

reported a better understanding of the assessment methods and the relevance of each. Method selection ranked against Academic Integrity, Employability, Equality, Diversity (EDI) and Universal Design for Learning (UDL) criteria 'better mirrors the diversity present in the world that we find ourselves in'.

## Staff

indicated the strength of the resultant resources was the students' inclusive approach to researching each method.

## Process

helped build internal capacity and confidence in being able to establish meaningful student-staff partnerships



# THANK YOU

[Download our Compendium from here](#)

Robert Brennan Bell, Christopher Kenny, Jake Bushe, Fatima Khan,  
Anissa Mokhtari, Teniola Ogunbadejo, Hannah Raheem, Liam Cosgrove,  
Shauna O'Toole. Cornellia Salako, Damola Shekoni and Jen Harvey