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| **Student Information and Equity Template**  This template aims to assist staff in designing equity between a choice of assessment methods in a module. When presented and discussed with students, it also assists them to make an informed choice between their given choices. It therefore aims to support equity, sometimes described as fairness, between the assessments in that module. The template is available for use and adaption by others within and outside of UCD, providing the original research is acknowledged, i.e., [O’Neill (2011)](https://www.ucd.ie/teaching/t4media/choice_of_assessment.pdf) (see below). | | |
| **Assessment Choice** | **Assessment 1: ……** | **Assessment 2: ……..** |
| **Weighting toward Module Assessment** |  |  |
| **Details of assessment** |  |  |
| **Learning outcomesto be assessed**  ***(Why it might suit you as a student)*** |  |  |
| **Assessment criteria used** |  |  |
| **Equity in marking procedures(examiners, etc.)** |  |  |
| **Equity in teaching and learning activities to support the assessments** |  |  |
| **Equity in feedback mechanisms (how made equitable)** |  |  |
| **Student workload expectations** | |  | | --- | |  | |  | |  | | Total hours |   *Should be relatively equal, but may be different in breakdown* | |  | | --- | |  | |  | |  | | Total hours |   *Should be relatively equal, but may be different in breakdown* |
| **Examples of assessment method available to student beforehand (if unfamiliar)** |  |  |

**References**

O’Neill, G (Ed) (2011). [A Practitioner's Guide to Choice of Assessment Methods within a Module](https://www.ucd.ie/teaching/t4media/choice_of_assessment.pdf) Dublin: UCD Teaching and Learning,

Padden, Lisa, Tonge, Julie, Moylan, Therese and O’Neill, Geraldine (Eds) (2019) [Inclusive Assessment and Feedback: Universal Design Case Studies from IADT and UCD.](https://drive.google.com/file/d/1HKtrQbYhldYvfprxH1Xi7d_1dvEuJFoc/view) Dublin: UCD Access and Lifelong Learning

**O’Neill, G. (2017)**[It’s not fair! Students and staff views on the equity of the procedures and outcomes of students’ choice of assessment methods](https://doi.org/10.1080/03323315.2017.1324805)**,**Irish Educational Studies**, 36:2, 221-236.**

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| **Example: Student Information and Equity Template**  This is an example of the template used in a UCD T&L postgraduate module titled ‘Assessment & Feedback in Higher Education’. The choice in this module was between a concept map and a poster. See also O’Neill (2011) for other disciplinary case studies that used this template. | | |
| **Assessment Choice** | **Assessment 1:**  **Concept Map** | **Assessment 2:**  **Poster** |
| **Weighting toward Module Assessment** | 40% of the module’s assessment weighting | 40% of the module’s assessment weighting |
| **Details of assessment** | This assessment involves you downloading and using an on-line concept map (*Visual Understanding Environment; VUE*). If you already use an on-line concept map software and would prefer to use this, please talk with me (module coordinator). The assessment could be done by hand, and include related attachments, but must be converted into a format that you can submit in the VLE (Virtual Learning Environment, Brightspace) | The requires you to make a PDF version of an A2 poster. This can be done using PowerPoint, or other software if you prefer. You do not need to print it out, but you do need to submit this PDF in in the VLE (Virtual Learning Environment, Brightspace) |
| **Learning Outcomesto be assessed**  ***(Why it might suit you as a student)*** | The concept map is a very useful tool to present the relationships between concepts. The time is taken in thinking through these relationships and therefore has a much lower word count that the equivalent assignment. This might suit you if a) its the way you think/learn, b) you would like to try it as it might suit your students and/or the knowledge base in your discipline area. If you haven’t used VUE. (the concept map software) before, you will need to put time aside to get used to the functionalities. | A poster is a useful way to synthesize information and can be useful way to present material visually. This might suit you as a) you are a visual learner, b) your students would find it a useful approach, and/or c) It would be a useful skill to get for your own, or students, conference presentations. PowerPoint allows you to make similar posters (see resource in the VLE), you therefore need to become familiar with PowerPoint, which most lecturers will be. If you use other software allow yourself time to become familiar with this. |
| **Assessment Criteria used** | See module’s assessment criteria which have equivalent categories and a lot of overlap in the assessment criteria. The key difference between the equivalent assessments is that is the poster emphasizes a visual impact and a ‘catchy’ title, whereas the concept map has more on the linkages and branches between concepts. | See module’s assessment criteria which have equivalent categories and a lot of overlap in the assessment criteria. The key difference between the equivalent assessments is that is the poster emphasizes a visual impact and a ‘catchy’ title, whereas the concept map has more on the linkages and branches between concepts. |
| **Equity in Marking Procedures(examiners, etc…)** | They will both be marked by a single examiner and a second marker where required. | They will both be marked by a single examiner and a second marker where required. |
| **Equity in Teaching and Learning activities to support the assessments** | There is a resource on ‘Concept Maps’ in the *Assignment* folder in the VLE | There is a resource on ‘Posters’ in the *Assignment* folder in the VLE |
| **Equity in Feedback Mechanisms (how made equitable)** | There will be an opportunity in the final session to share your first draft with someone in the class (assessment *as* learning) and there will be feedback post module, if you request it. | There will be an opportunity in the final session to share your first draft with someone in the class (assessment *as* learning) and there will be feedback post module, if you request it. |
| **Student Workload expectations** | |  | | --- | | Content creation: 30 | | Getting familiar with VUE: 22 | | Creating Links. 8 | | **Total hours (approx.): 60** | | |  | | --- | | Content creation: 30 | | Getting familiar with PowerPoint 10 | | Sourcing/Creating images. 20 | | **Total hours (approx.): 60** | |
| **Examples of  assessment method available to student beforehand (if unfamiliar)** | There are links to some examples of concept maps on the web and some past student examples in Brightspace. | There are links to some examples of posters on the web and some past student examples in Brightspace. |