Confessions of an Accidental Inclusivist

Attainment for all: Inclusivity, Diversity and Success in LTHE
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This workshop will

• Discuss the inclusivity aspects of patchwork text assessment strategy
• Review what patchwork text is (and isn’t) and why formative assessment/feedback is integral to this type of assessment strategy
• Highlight the benefits/potential pitfalls of patchwork text assessment, and
• Provide some practical hints and tips for colleagues who may wish to use this form of assessment strategy.
Assessment...

“There is probably more bad practice and ignorance of significant issues in the area of assessment than in any other aspect of higher education. This would not be so bad if it were not for the fact that the effects of bad practice are far more potent than they are for any aspect of teaching. Students can, with difficulty, escape from the effects of poor teaching, they cannot (by definition, if they want to graduate) escape the effects of poor assessment.”

(Boud, 1995: 35)

“The assessment of students is a serious and often tragic enterprise”

(Ramsden, 1992:181).
Why?

‘PROFESSIONAL ACADEMIC’

Student experience

Teaching

Support

Learning

Assessment & Feedback
Inclusive assessment – from the HEA

• Inclusive assessment makes no arbitrary distinction between types of student: disabled and non-disabled, traditional and non-traditional, etc.

• The issue of disability dissolves into the broader paradigms of student learning styles and experiences and how best to measure individual achievement.

• Inclusive assessment offers flexibility of assessment choice; a range of tried and tested methods for assessing competence in a rigorous and reliable way, built into course design and subject to student and staff evaluation.

• Student preferences for assessment modes, based upon their own perceived strengths and weaknesses, form a key component of making assessment inclusive.

(http://www.heacademy.ac.uk/assets/documents/subjects/psychology/8-part-Inclusive_Assessmentv3.pdf)
Before...

• 3000 word essay
  – v Depth v. Breadth (of curriculum)
  – Student engagement – hit & miss (Winter, 2003)

• Superficial consideration of learning/learning outcomes
What is patchwork text assessment?

What is patchwork text assessment?

- Small complete ‘patches’ of assessment
- Focus on different aspects of the module
- Learning activities – lecturer led
- Student or learner centred (Brown, 2005)
- ‘Learning as making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world’ (Säljö, 1979 cited in Atherton, 2011).
- Patches are then ‘stitched together’ with a retrospective reflection and analysis of the student’s own personal learning journey throughout the module (Scoggins and Winter, 1999).
11 principles of good assessment design

‘Empower’

1. Engage students actively in identifying or formulating criteria
2. Facilitate opportunities for self-assessment and reflection
3. Deliver feedback that helps students ‘self-correct’
4. Provide opportunities for feedback dialogue (peer and tutor-student)
5. Encourage positive motivational beliefs and self-esteem
6. Provide opportunities to apply what is learned in new tasks
7. Yield information that teachers can use to help shape teaching

‘Engage’

8. Capture sufficient study time and effort in and out of class
9. Distribute students’ effort evenly across topics and weeks
10. Engage students in deep not just shallow learning activity
11. Communicates clear and high expectations to students


Patchwork text

1. Students identify why they are undertaking the module and any specific topic areas they wish to explore
2. Formative patches and reflection
3. Formative assessment (patches) with constructive feedback
4. Peer feedback as well as lecturer feedback – the development of a community of practice
5. Use of coaching strategies during supervision and formative feedback
6. Each patch has to have a ‘what am I going to do now’ (practice development) section
7. Point no. 1 and getting to ‘know’ the students
8. Module scheduling & timetabling
9. Structured activities suggested on timetable – formative patches submitted over the module
10. Get students to engage and relate practice situations and practice development
11. Reiterate demands of module on the students.
Inclusive Assessment

✓ a flexible range of assessment modes
✓ made available to all
✓ capable of assessing the same learning outcomes in different ways

(Waterfield & West, 2006)

• Within the inclusive paradigm students with disabilities are seen as part of a continuum of learners with various strengths and weaknesses.

• As such it’s the lecturer that needs ‘fixing’ – pedagogical change (Orr & Bachmann Hammig, 2009)

Patchwork Text

✓ Flexible range of assessment modes
✓ Available to all
✓ Assessing the same outcomes in different ways
✓ Teaching and learning has to change
Reflection and analysis of their learning journey

- Structured learning activities (Support)
- Teaching pack/information leaflet/poster with rationale (patchwork text)
- Annotated bibliography or book review (patchwork text)
- Practice experience log (support)
- Case analysis (patchwork text)
- Formative patch peer/lecturer review – Community of Practice (support)
<table>
<thead>
<tr>
<th>Day 1 - 26/09/2013</th>
<th>Day 2 - 10/10/2013</th>
<th>Day 3 - 24/10/2013</th>
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<tbody>
<tr>
<td><strong>8.30</strong></td>
<td>Introduction to module and assessment strategy</td>
<td>Developing practice - review of homework – review discussion board</td>
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<tr>
<td><strong>9.30</strong></td>
<td>COFFEE BREAK</td>
<td>COFFEE BREAK – including any assignment queries</td>
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| **10.00** | Intro to A&P Nervous system – CNS/ PNS-ANS  
Consciousness/coma/Sleep (continued after lunch) | Review nerve cell, then action potentials | Tumour of the nervous system |
| **11.30** | LUNCH – | LUNCH | LUNCH |
| **12.00** | Consciousness continued  
Mental Capacity Act - video | Seizures – Prep for Inquiry based session – intro and split the workload  
Intro to Neurological examination/investigations including cranial nerves | Continued including Neurofibromatosis |
| **13.30** | BREAK | BREAK | BREAK |
| **13.45** | Impact of acute neurological illness on patient/carer - NSF for long term conditions, carers  
Discussion board for homework/formative patch review – what, how, when | Continued | Palliative/end of life care for neurosurgical patients - discussion |
| Homework: Look at NSF and write up to 500 word reflection on how it affects your practice | Homework: Mental capacity act – how does it work in your practice – up to 500 reflection or case | Homework: 500 word case analysis on one aspect of caring for a neurosurgical patient at |
Reflection: Principles and practices for healthcare professionals – (Ghaye and Lillyman 2010)

✓ Reflective practice is about you and your work.
✓ Reflective practice is about learning from experience.
✓ Reflective practice is about valuing what we do and why we do it.
✓ Reflective practice is about learning how to account positively for ourselves and our work.
✓ Reflective practice does not separate practice and theory.
✓ Reflective practice can help us make sense of our thoughts and actions.
✓ Reflective practice generates locally owned knowledge.
✓ The reflective conversation is at the heart of the process of reflecting on practice.
✓ Reflection emphasises the links between values and actions.
✓ Reflection can improve practice.
✓ Reflective practitioners develop themselves and their work systematically and rigorously.
What patchwork text (PWT) isn’t...

• Easy - “academic rigor is teaching, learning and assessment that promotes student growth in knowledge of the discipline and the ability to analyze, synthesize and critically evaluate the content under study” (Crouse et al n.d.)

• A ‘traditional portfolio’ assessment, where evidence is collected in a portfolio, with perhaps a reflection

• PWT – there is a pattern in the assessment – in relation to the learning outcomes – the patches aren’t as random as they appear.
Importance of formative feedback

• “If assessment is to be integral to learning, feedback must be at the heart of the process” (Brown, 2005)

• Provides guidance to the student how to improve their work and also identifies what they do well and how they can develop their work
Teaching
• Student led content – timetable changes
• Scheduling changes
• +++Formative feedback

Learning
• Structured learning activities
• Student led patches
• Constructing a portfolio of learning

Support
• +Lecturer
• +Peer
• Development of a Community of Practice (Wenger, 2007)

Assessment & feedback
• Patchwork text assessment
• +++Opportunity for formative feedback

Engagement and enhancement of student experience
Benefits for the lecturer

- The regularity of the ‘Patches’ requires the student to engage throughout the module
- Encourages creativity in designing the varied pieces of assessment
- Promotes discussion and debate within the learning environment, this is stimulating for both staff and students - CoP
- Facilitates integration of theory and practice
- Incorporates students personal strengths and abilities within the assessment process (Chester, n.d.)
- Module runs over 1.5 semesters
- Grades have increased for all students
Benefits for students

- No ‘last minute rush’ as the ‘hard work’ has been done gradually throughout the module (Chester, n.d.)
- The module is now delivered twice monthly, rather than weekly, allowing students time for engagement and accommodating their academic, professional and personal lives and workload (http://www.c-sap.bham.ac.uk/student/tips-student-learning)
- Promotes self and peer assessment
- Gives the students the opportunity to discuss their own work and that of others - Feedback and support is provided by the module leader and peers. ( HANDLEY, PRICE and MILLAR, 2008:43) Students present their formative work to the class/online discussion board - this provides important formative feedback.
- Appreciation of different interpretations of the same piece of work
- Variety with the different ‘Patches’, therefore develops key transferable skills and academic writing skills (Chester, n.d.)
- It also allows them to explore the many different facets of the module
- Encourages ‘deep’ rather than ‘surface’ learning
Pitfalls

• Time consuming, but rewarding – during the formative feedback stages

• Try and implement the ‘purest’ version of PWT you can – watching colleagues radically alter PWT is disheartening

• Be prepared to change (not really a pitfall) T& L strategy – T, L & A are interlinked
Student feedback

✓ Students felt that the assessment was useful in enhancing their learning within the module – they would not change it, although the word limit was challenging (has been minor changed);

✓ One student’s verbal feedback – ‘I’m not academic (grade at 62% level 6) the module was ‘fab’. I’ve learnt loads. Thanks’

✓ ‘...demonstrates a multitude of knowledge and understanding by producing a portfolio in the style of patchwork, rather than just submitting an assignment with limited growth of knowledge demonstrated’.

✓ This year, one student has commented - this module ‘enthuses me’ and doing this module has motivated me to look more closely at my practice

✓ ‘After studying the pathophysiology surrounding each of these aspects of care I now feel more adept to assist junior staff to develop their own knowledge and nursing actions. The development of professional actions is ...the aim of reflective practice in nursing’.
So, are you going to take a leap of faith?
Questions?
References

Read more: Deep and Surface learning http://www.learningandteaching.info/learning/deepsurf.htm#ixzz1Nvlc0vpY


Crouse, T; Evans, R; Jungblut,B; Stebbins, C; Trouard, D; Zygouris-Coe, V et al., (n.d.) Academic Rigor www.fctl.ucf.edu/.../academicRigorBlueBackgroundVersion2.ppt

http://www.c-sap.bham.ac.uk/student/tips-student-learning


