

Guideline Universal Design

Sheet 7: Tasks and assignments



What? ⁴

Tasks and assignments often act as a learning tool. There may be **summative evaluation** (with the aim of awarding points or a diploma), but **formative evaluation** (with the student's learning process as the goal) is also a possibility.

Why and for whom? ^{1, 2}

Evaluating is ideally not a stand-alone activity. Orientation and supervision are activities that can supplement and / or follow up evaluating. Good evaluation practice makes students learn, assesses their performance in relation to specific goals and ensures that they make choices better and more thoroughly in the future.

Students differ in their preferences for certain evaluation, work and assignment forms. The way in which they can best express themselves or prove what they have learned and their possibilities in time and space, can differ. Adding variation in the ways of evaluation offered is a way to meet this. Flexibility in forms of evaluation and attention to inclusive testing and evaluation increases accessibility, promotes study results and reduces perceived barriers.

Tips & Tricks ^{1, 2, 3, 4}

Transparency

- Learning objectives** | Clearly refer to the learning objectives to be achieved (ECTS sheet), how they are addressed within the assignment and how they will be evaluated.
- Guidelines** | Communicate well in advance about the purpose, form and content of the assignment and provide specific guidelines, such as expected size and content, etc.

- **Determination of success** | Communicate transparently about the minimum success limit and the method of score determination.
- **Rubrics** | Use rubrics to make the scoring method transparent, and if possible, prepare the rubrics together with the students.
- **Choice of topics** | Offer a list of possible topics and let students choose the topic that best fits their interests and preferences.
- **Overview** | Provide a clear overview of the assignment, the concrete guidelines, (interim) deadlines and possible feedback moments and contact details online.
- **Sub-assignments** | Split large assignments into partial assignments with interim deadlines.
- **Example exercises** | Provide example elaborations, so the student knows what is expected.

Variation

- **Types of assignments** | Vary in assignment forms to meet the preferences and strengths of all students. Some options are: an online learning path, a paper, a practical assignment, a portfolio, individual assignments, group assignments, etc.
- **Types of presentation** | Vary in presentation forms to meet the preferences and strengths of all students. Some options are: oral presentation, video, podcast, written assignment, poster presentation, etc.

Guidance and interim feedback

- **Guidance and interim feedback** | Allow students to submit interim versions of their assignments for feedback at agreed times. Link these moments to interim deadlines.
- **Peer review system** | Install a peer review system where students give each other feedback (online or during a contact moment), make this process part of the assignment / evaluation.

Know more?

- Read more about the added value of using rubrics via Jonsson, A. (2014). Rubrics as a way of providing transparency in assessment. *Assessment & Evaluation in Higher Education*, 39(7), 840-852."

In practice

" "We provide many workshops on the preparation of exams and tasks. We also provide individual guidance and support sheets."

" "You can be examined individually, in a small group or in a larger group. For example with a TED talk or organizing a tour in Brussels. Some students like working alone better, while others prefer group work. There is freedom of choice. "

References

- ¹ Schoolmakers. (2018). Gedifferentieerd toetsen: zo kan het! Geraadpleegd op 16/01/2019 via <https://www.schoolmakers.be/gedifferentieerd-toetsen-zo-kan-het/>
- ² CAST. (2015). Top 10 UDL Tips for assessment. Geraadpleegd op 23 mei 2018 via <http://castprofessionallearning.org/project/top-10-udl-tips-for-assessment/>
- ³ Dolmage, J. (2015). Universal design: Places to start. *Disability Studies Quarterly*, 35(2).
- ⁴ Steunpunt Inclusief Hoger Onderwijs (2017). Universeel ontwerp [onuitgegeven intern document]. Gent: Steunpunt Inclusief Hoger Onderwijs