

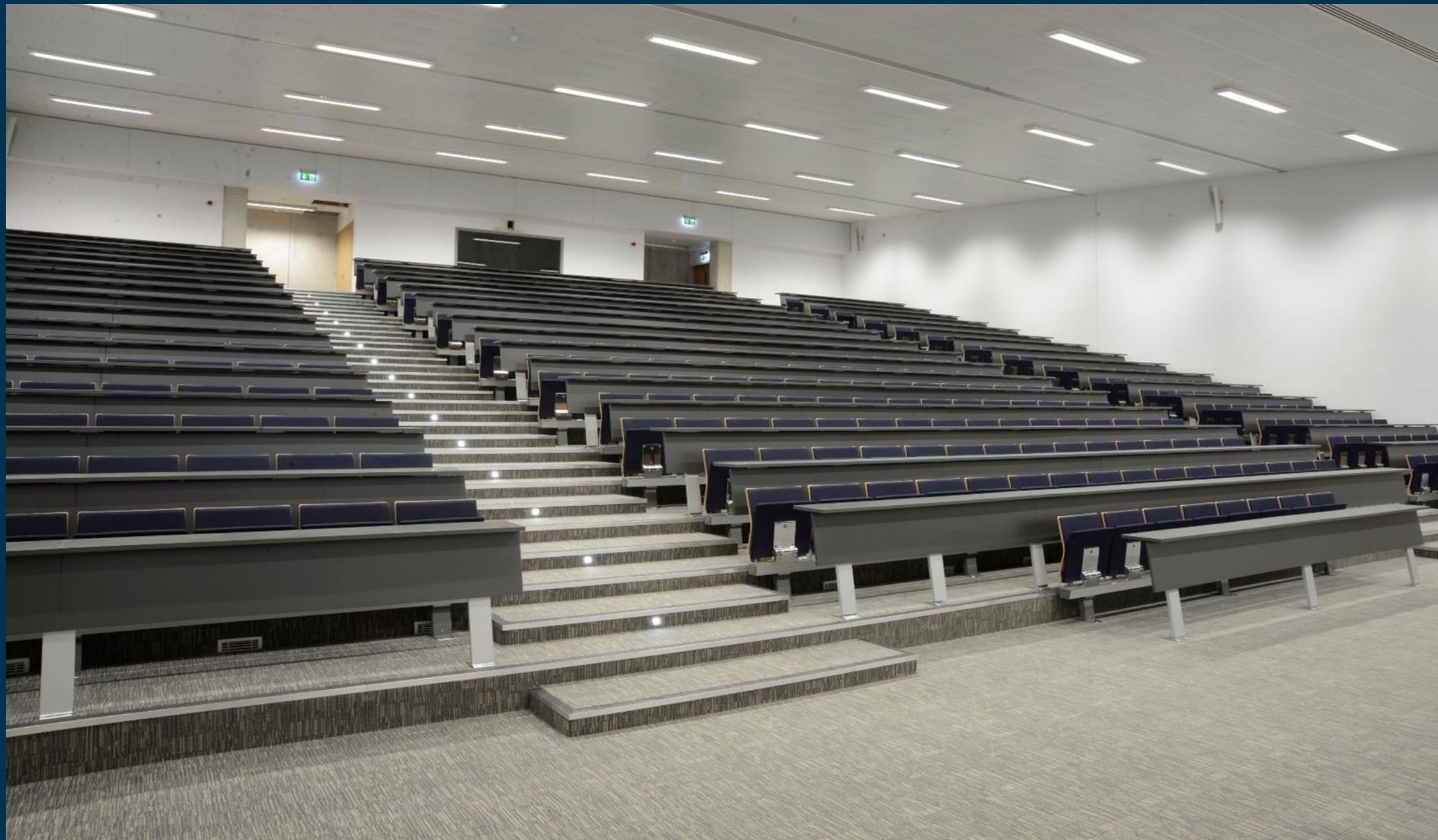
Universally Designed Assessment for Large Classes: Warts and All

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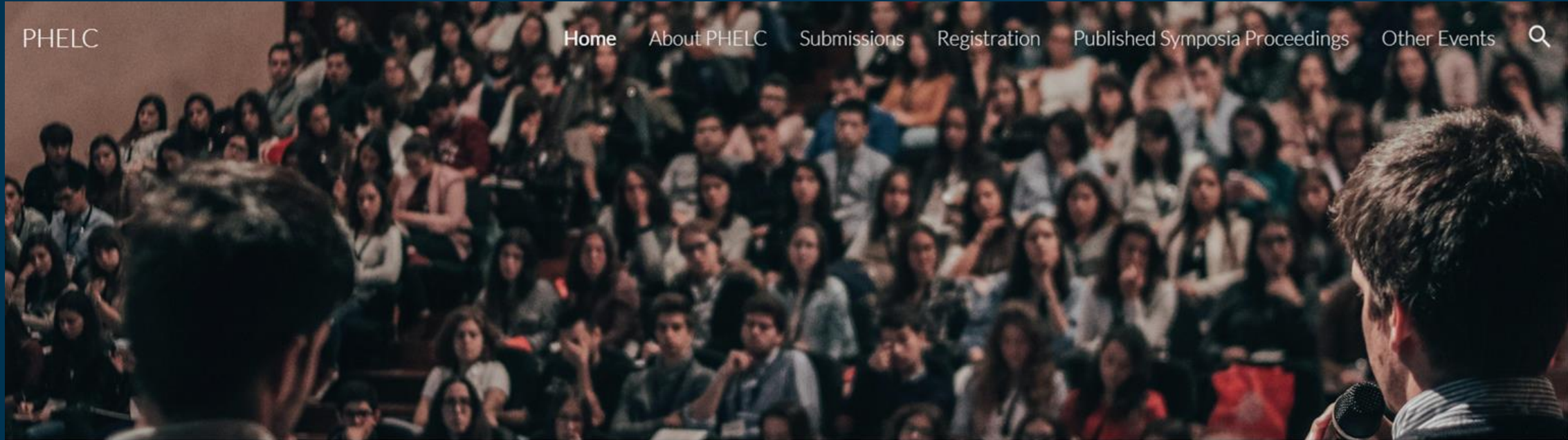
Simply put, pedagogy is about teaching and learning. It incorporates the following elements: **teaching, learning, curriculum and assessment**. It also concerns ***relationships and values***. Pedagogy is fundamentally concerned with what people perceive to be meaningful, important and relevant as they engage in teaching-related activity and develop competence and expertise in a practice (Nind et al., 2016, p. 9).

Nind, M., Curtin, A., & Hall, K. (2016). *Research methods for pedagogy*. London: Bloomsbury.

So, what is the implication for the term ‘inclusive pedagogy’?



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UDL permeates ALL elements of our pedagogy

Multiple Means of Representation



Multiple Means of Engagement



Multiple Means of Action & Expression



Example 1: BEd4 Assessment

430+ student teachers - final year

Multiple Means of Representation



- Panels of guest speakers
- Co-teaching

Multiple Means of Engagement

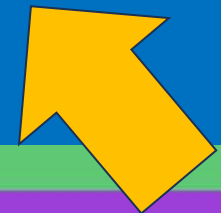


- Co-taught LC workshops
- Exit slips
- Small workshops (13x3 wks)
- LC participation

Multiple Means of Action & Expression



- Use of catch box, Padlet & Vevox during & between lectures
- Summative choice task



Example 1: Summative Assessment (BEd4)

Authentic Assessment - 430+ students

Design a resource related to one aspect of inclusive pedagogy

Principles of UDL



Choice of:

- Who / how many (2-5) to work with
- Topic
- Audience
- Mode of presentation

*One common grading rubric

Criteria for Assessment of Independent Task					
Element	First	2.1	2.2	3	Fail
Rationale	Assignment is clearly contextualised in policy and practice. Policy is carefully chosen and used expertly to justify the assignment itself and the choices made within. Personal rationale for the assignment is articulated in a clear, balanced manner.	Rationale is well argued generally and would be improved with greater or more appropriate reference to policy.	Rationale is articulated quite well. There is some reference to policy. This aspect of the assignment could be improved with increased breadth of policy used and/or clearer reasoning to justify the assignment.	Weak rationale, poor in places. Inappropriate use of policy to contextualise the assignment.	Almost no rationale provided. No reference to policy whatsoever.
Focus	The intended audience stated at the outset and is clear throughout. Authors expertly focus the content to the needs of the intended reader/user. The title and the content align.	The focus is generally clear in most parts of the assignment. It would be improved by much greater attention to detail in this element of the assignment. In places, the authors make assumptions about readers/users' needs.	Focus is clear in parts but vague in other elements. Authors forget the intended audience in parts. Focus of content needs to be addressed in parts of the assignment.	The focus is not consistently maintained throughout the assignment.	The focus is unclear throughout, meandering away from the stated audience / topic.
Content	The nature and focus of content is entirely appropriate. Content is clearly appropriate to the stated rationale and audience. The content is clearly based on evidence relating to research literature - extensive efforts made.	Content is very appropriate for the intended focus and audience. This work would be improved by better use of the literature or more appropriate literature. Further	Content is quite good and is generally backed up by evidence from the literature. However, this element of the work needs to be improved by considering a wider range of issues / angles	Some of the content is adequate and related to the stated focus and audience. However, this assignment would benefit from much greater breadth and depth of research and	Most of the content of this assignment is not appropriate. Authors demonstrate a superficial understanding of the issues and the intended audience.

- ✓ Rationale
- ✓ Focus
- ✓ Content
- ✓ Design
- ✓ Style
- ✓ Conventions

Example 1: Summative Assessment (BEd4)

Scaffolding 4th year student teachers

- One comprehensive grading rubric
- Suite of relevant policy documents relevant to their task
- Video guidance re searching literature
- Dedicated question Padlet for assignment
- Drop in clinics
- Whole-class formative feedback



The strengths of this approach

What BEd4 students said...

"The strengths of the module were the guest speakers who were real people sharing their real experiences and struggles."

"I liked how the lectures and guest lecturers gave plenty of practical advice and demonstrated certain examples of activities instead of just explaining them. The panels were very useful and offered different insights and perspectives for teaching."

"The module was very interactive and engaging, it had many elements to it that I greatly enjoyed. The guest speakers were a highlight of the module as it gave a personal experience of SEN teaching and how it impacts students lives. The module gave us the tools through the lectures and seminars to take into my future practice"

"I found the content very engaging and interesting. I enjoyed the different guest speakers and found their discussions very informative. I liked how the lecturers moved around the room as it kept us more engaged and the speaker box and padlet worked well for answering any questions we had."

"I found the lectures very engaging which most of the time I find it hard to engage with lectures in the big lecture hall."

"In the SIE strand, in particular, it was nice to have a variety of different teaching approaches- workshops, panels, team teaching etc. Assignments were highly relevant for both elements of the module"

The Assessment

What BEd4 students said...

“Strengths of the module - There was a wide range of assessment- group work, participation and individual which is great. I loved the way the individual part was completed at the beginning of the year.”

“I liked how we got to complete the first task together for the 30% in class. It was nice to complete a part of the assignment with the guidance from the lecturers in the room and to learn through applying it to a student support plan.”

“I appreciated the workshops and how the work done in them contributed to our overall grade. I also liked that it was a group assignment.”

“I found the lecturers very approachable and would always help to the best of their ability. You could tell that they just wanted us to do well.”

“Lecturer was kind coming up to assignments with lots of drop-in clinics.”

Example 2: Summative Assessment (BEd1)

Authentic Assessment - 450+ students

Collaborate to devise a solution-focused plan for an authentic dilemma about inclusive pedagogy

Principles of UDL



Choice of:

- Who to collaborate with
- Mode of presentation

***One common grading rubric**

Grading Rubric

The assignment will be graded according to the five elements outlined below (in bold). The criteria for achieving a first-class honours grade are detailed under each element. An excellent or exemplary presentation or report will meet most of these criteria. All students in the partnership will receive the same grade. Your final grade will reflect how well (its weight) your assignment meets the criteria specified for each element. The weight assigned to each element is indicated at the end of the criteria.

Element 1: Critical Analysis of Pedagogical Challenge/Dilemma

- The presentation/report provides a comprehensive and deep analysis of the challenge/dilemma, clearly identifying specific barriers to inclusion.
- The analysis goes beyond surface-level observations, considering the underlying factors contributing to the challenge and exploring the broader implications for inclusive pedagogy.
- The role of the teacher and/or school-wide policies and practices are thoroughly examined.
- A strong connection to principles of inclusive pedagogy is evident.

Element 2: Brainstorm Evidence-Based Strategies

- The brainstorming component of the assignment shows that thorough research has been carried out to identify a variety of evidence-based strategies/approaches.
- It covers a wide range of relevant sources (e.g. research literature, policy guidelines/guidance, reputable resources).

Element 3: Solution-Focused Plan of Action

- The solution-focused plan of action presents a highly comprehensive and practical plan of action, clearly synthesising the most appropriate strategies.
- A strengths-based approach is evident in that the plan builds on existing strategies or approaches that have had some previous success, recognising the teacher/school's current starting point and using it to guide forward planning.
- Chosen strategies/approaches are clearly aligned with principles of inclusive pedagogy.
- The plan is feasible, well-structured, and directly addresses the pedagogical challenge.
- Justification for the chosen strategies/approaches is robust and well-supported by research.
- Where appropriate, excellent consideration of how pupil voice is incorporated into the solution is evident, with clear plans for involving students in the process, demonstrating a strong understanding of the value of pupil participation.

Element 4: Clarity and Organisation

- The task is exceptionally well-organised, with a clear flow of ideas and logical progression.
- Writing/presentation is clear, concise, and free from errors.
- Roles and responsibilities are clearly described in the log of actions.

Element 5: References and Citations

- All references are correctly cited.
- A wide range (5 or more) of relevant, credible sources are used.

Weighting of each element:

The maximum allocation of marks for each element of the presentation/report are outlined in the table below. Total allocated marks = 100.

Critical Analysis of Pedagogical Challenge/Dilemma	Brainstorm Evidence-Based Strategies	Solution-Focused Plan of Action	Clarity and Organisation	References and Citations
15 Marks	15 Marks	50 Marks	10 Marks	10 Marks

- ✓ Critical Analysis of pedagogical dilemma
- ✓ Brainstorming potential evidence-informed approaches
- ✓ Solution-focused plan of action
- ✓ Clarity & organisation
- ✓ References & citations

Example 2: Summative Assessment (BEd1)

Scaffolding 1st year student teachers

- specific guidance for each vignette
- suite of relevant resources (e.g. DoE guidelines, NCSE resources, etc.)
- video guidance re searching literature
- explicit links to across co-taught lectures
- whole-class formative feedback
- explicitly modelling task structure
- students' application of grading rubric
- co-taught assessment workshop

Students' application of grading rubric

Strengths	Areas for development
Outline Brainstorm was strong Structured assignment clear link between assignment and real-life	Wikipedia being used a resource → Not reliable Points could have been developed E.g. Roman based learning → Examples → why it could be used Display of assignment looked and sounded informal

Critical analysis of pedagogical challenge	Brainstorm evidence-based strategies/approaches	Solution-focused plan of action	Clarity and organisation	References and citations
7 /15	7 /15	30 /50	5 /10	3 /10
Overall score: 52 /100				

The strengths of this approach

What BEd1 students said...

“Both lecturers always worked very hard to deliver the most inclusive lectures in a way that everyone could understand.”

“I really enjoyed having two lectures who co-taught. I thought that this was really beneficial, expanded the information being presented and was another way of clarifying and expanding on what was being talked about.”

“Without a doubt a strength for me was both Annemarie's and Christina's engagement with us the learners. Many of our E218, it is that formal idea of lecture stays at the front, we the students are guilty of losing focus and not listening. The ladies also had a very hard time 11-1 on a Friday when people are eager to get home yet still held my attention anyways the whole lecture every week.”

Both lecturers put a huge amount of effort and enthusiasm into the lectures. It was very interactive which kept people engaged and it was good to hear other people's viewpoints, the use of videos helped back up some content we covered helped to understand how to support children in the classroom with different learning disabilities and needs.

“Engaging us, the students, and getting our opinion and thoughts on different things. Using videos to help show us different concepts.”

The strengths of this approach

What BEd1 students said...

"The microphone was also a good aspect of the lectures and by the lectures walking up and down the room I felt more engaged."

"I found it beneficial that there were two lecturers as I can learn from two people with varying teaching and learning experiences."

"The lectures were informative, interesting and engaging which helped develop my understanding of how to create an inclusive classroom environment. The content was also very interesting and aided my understanding of the topics being discussed. The co-teaching approach was also a great idea as it kept me engaged."

"The sessions were co-taught which helped with my learning and my engagement throughout. In class tasks were engaging and insightful."

"The fact that the lectures were co-taught really helped keep me engaged in the sessions. One thing that was very beneficial was the student engagement and feedback that was incorporated into the lecture."

"Two speakers worked well. So did the microphone"

"Since the sessions were co-taught, I was more engaged in the longer sessions than I have been in other modules."

The Assessment

What BEd1 students said...

"I learnt more about real life situations in classrooms. It gave context to everything we learned throughout the module."

"I learned a lot of about collaborative skills and even just communicating with my partner about what days and times suited us both to work together to put time into our assignment. I enjoyed working with a partner as we often came up with different ideas which was a strength for the assignment."

"I learned how to research to find a solution to specific problems"

"It was nice to know they were real problems and real classes."

"It was interesting to explore different scenarios that I had not encountered before. I feel now that I have a much better understanding from completing this assignment."

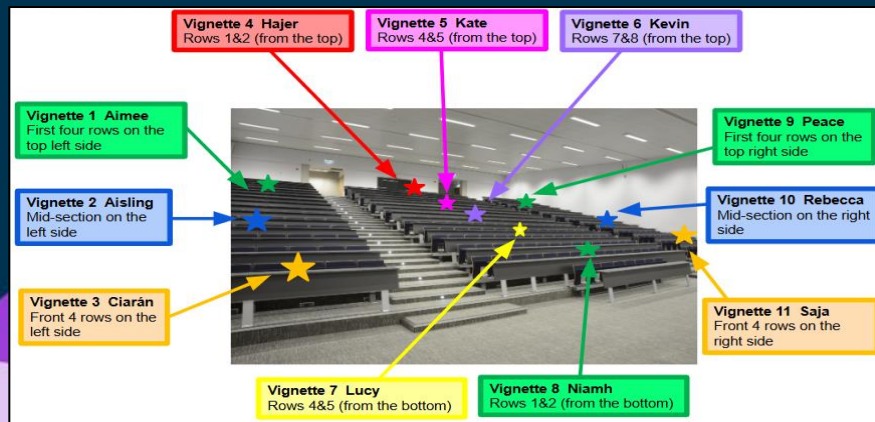
"The assignment was also unique, so it wasn't boring doing it."

"It's a new, fun way to assess, and has been interesting to see new challenges. I liked how it was a group project."

"It was nice working in groups as we could share ideas to strengthen the quality of information in our assignment. The lectures really helped in guiding us with the assignments."

Our new learning

- Students need much more scaffolding re procedures, groupings, using rubrics, self-assessment
- We are currently marking these
 - *need parameters for vignettes*
 - *more scaffolds required*
- Potential for CoP of RQTs
- Students value the real-world relevance of authentic assessment
- Developed a strategy for setting up LC for workshop



Our conclusions ... assessment design

- ... interesting assignments balances volume
- ... potential for extending the assignments to other strands/modules ... programmatic assessment?
- ... developing student understanding of a solution focused approach to pedagogical challenge
- ... BEd1 students need LOTS of scaffolding for a complex assignment like this (content & procedures)
- ... BEd4: good example of UDL design with common rubric
- ... BEd1: good example of authenticity in assessment design
- ... AI ...



Our conclusions ... broader pedagogical implications

- ... consider pace of change / innovation ... when it goes wrong, it goes wrong at scale BUT when it goes right, it goes right at scale ... it helps to have two people
- ... impact needs to be considered in terms of teaching as much as research ... LCs are, by default, sites of high impact
- ... supporting new staff in the LC context
 - ... *design of classroom management*
 - ... *'large' is relative*
 - ... *scaffolding*
- ... align research with practice
 - ... *tension between researching T&L versus discipline*
 - ... *BUT opens new doors, new opportunities*

Thank you for listening

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