



Assessments: letting students choose

Dr Nicole Brown, Head of Research Ethics and Integrity at IOE, UCL's Faculty of Education and Society, explains how students choose their assessment type in her module.

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For my module Disability, Chronic Illness and Neurodivergence in Contemporary Society I have developed an assessment approach that allows students to choose whether to be assessed by ~~essay~~ writing or presentation. Throughout spring term students learn about what it feels like to be disabled, chronically ill and/or neurodivergent in contemporary society by applying different disciplinary lenses. For example, we look at medical and legal definitions; we critique disability studies approaches, and we consider representation of disability.

For the assessment, students are asked to choose a concept taught in the module. They create a representation of that concept and then critique their artefact in a critical commentary. The submission is either a recorded presentation or an essay. And the representation can take ~~any form~~ any form. I have seen biscuits baked, blankets knitted or cr. I haveo O Td (h)T(- Td [(. I)5.[(d -. -1a.754 O -. -1i)-1.1 (o k)-1.8 (p