Anti-racist and Inclusive Assessment (ARIA) Scholarship Hub

Praxis Centre for Scholarship and Innovation, WELS

Hub Lead: Mel Green

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Introduction: Praxis Scholarship Hubs

Praxis is a community of scholars in the Faculty of Wellbeing, Education and Language Studies. Projects are characterised by the principles and practices of the Scholarship of Teaching and Learning. Scholarship Hubs support colleagues with common scholarship interests to explore scholarship themes and ideas, with a view to developing one or more scholarship project proposals. Activities might include identifying issues and posing questions; identifying and reading relevant articles and other material; exploring methods; inviting guest speakers; developing project proposals; presenting the results of scholarship to wider audiences, but this list is not exhaustive, and Hubs will develop their own programmes.

The Anti-Racist and Inclusive Assessment (ARIA) Scholarship Hub

In order to address Principle 3 of the Teaching and Learning Plan, the incorporation of anti-racist, anti-discriminatory, accessible and inclusive teaching and learning practices is becoming more prevalent across all three schools and IET in WELS. Some activity in this area is dedicated to examining how equitable assessment strategies can be designed and implemented within a distance education setting to meet the needs of our increasingly diverse student population. The Anti-Racist and Inclusive Assessment Hub provides a collaborative and supportive space to connect this emerging field of practice with the core principles of the University's Teaching and Learning Plan, Equality, Diversity and Inclusion Plan, and Access Participation and Success Strategy. Hub members will explore the ways in which anti-racist and inclusive assessment practices can ensure students from all backgrounds feel a sense of connection

with their learning and develop a student identity that allows them to see themselves as successful learners.

Overarching scholarship themes

With the prevalence of Generative AI (Gen AI), more students declaring disability and a continued need for the reduction of existing awarding gaps, our assessment practices at the Open University and across the HE sector require more innovation and adapted methods. The Hub will explore these pedagogical shifts so that new assessment approaches are research-led.

Current research across the sector largely focuses on the use of anti-racist and inclusive assessment practices to support in-person teaching and learning. The Scholarship Hub will be distinctive in its focus on:

- how anti-racist and inclusive practices can support the learning of students in distance learning environments.
- the development and implementation of culturally responsive formative and summative assessment tools and frameworks that enhance engagement and achievement for students in virtual classrooms.
- strategies for leveraging technology to create accessible and equitable assessment environments that accommodate the diverse needs and experiences of distance learners.

Recent research literature in this area

Ajjawi, R., Tai, J., Dollinger, M., Dawson, P., Boud, D., & Bearman, M. (2023). From authentic assessment to authenticity in assessment: broadening perspectives. Assessment & Evaluation in Higher Education, 49(4), pp. 499–510.

https://doi.org/10.1080/02602938.2023.2271193]

Bain, K. (2023). Inclusive assessment in higher education: what does the literature tells us on how to define and design inclusive assessments?. Journal of Learning Development in Higher Education, (27), 1-23

Castillo-Montoya, M., and Madriaga, M. (2024), 'Decolonizing assessment of learning in higher education: the journey ahead', *Teaching in Higher education: Critical Perspectives*, pp. 1–10. https://doi.org/10.1080/13562517.2024.2350006.

Green, M. and Malcolm, C. (2023), 'Degrees of change: the promise of anti-racist assessment', *Frontiers in Sociology*, 8, DOI: 10.3389/fsoc.2023.972036, Available at: https://www.frontiersin.org/articles/10.3389/fsoc.2023.972036

Nieminen, J. H., (2022) Assessment for Inclusion: rethinking inclusive assessment in higher education, *Teaching in Higher Education*, DOI: 10.1080/13562517.2021.2021395, Available at: https://www-tandfonline-com.libezproxy.open.ac.uk/doi/full/10.1080/13562517.2021.2021395

Nieminen, J. H. (2024). 'How does assessment shape student identities? An integrative review', *Studies in Higher Education*, pp. 1–19. https://doi.org/10.1080/03075079.2024.2334844

Morris, C., Milton, E. and Goldstone, R. (2019) 'Case study: suggesting choice: inclusive assessment processes', *Higher Education Pedagogies*, 4(1), pp.435-447, DOI: 10.1080/23752696.2019.1669479

Simmons, L., Slayter, E. and Johnson, L.M., (2023), 'Using an anti-racist, equity-minded lens in assessment of teaching and learning', *Social Work Education*, pp.1-17, Available at: https://www-tandfonline-com.libezproxy.open.ac.uk/doi/full/10.1080/02615479.2023.2254777

Hub membership

Membership of the Anti-racist and Inclusive Teaching and Assessment Scholarship Hub is open to all WELS colleagues.

Register to join the Hub here:

[WELS Anti-Racist and Inclusive Assessment Hub registration form (office.com)](#)

Contacts

Hub Lead: Mel Green (Email: mel.green@open.ac.uk)

Praxis Director: Carol Azumah Dennis (Email: wels-praxis@open.ac.uk)