

## 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 via a-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 then either a recorded presentation or an essay. And the representation can take any form they wish. I have seen biscuits baked, blankets knitted or crocheted, video-diaries kept, and poetry being written. The creativity of our students is amazing.

The choice brings significant advantages:

- students do not feel under pressure to perform in ways they are not comfortable with,
- students can navigate the assessment period on their own terms, and
- students feel empowered to take responsibility for, contribute to and indeed shape their own educational experiences.

If you would like to find out more, please, do get in touch on [nicole.brown@ucl.ac.uk](mailto:nicole.brown@ucl.ac.uk).