

# Constructively aligning lesson design & assessment to meet inclusive education learning outcomes

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UNIVERSITY OF CRETE



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# Overview

Perceptions of  
teaching &  
learning  
through the  
centuries

What  
kind of  
learning  
do we aspire  
to in Higher  
Education?

Definition of  
inclusion  
&  
Equity

Identify  
Potential  
Barriers  
proactively

How do we  
constructively  
align our  
syllabus  
or  
lessons

Why  
do we  
need to  
create  
communities  
of practice  
(CoPs)?



**INGENIUM**  
European University

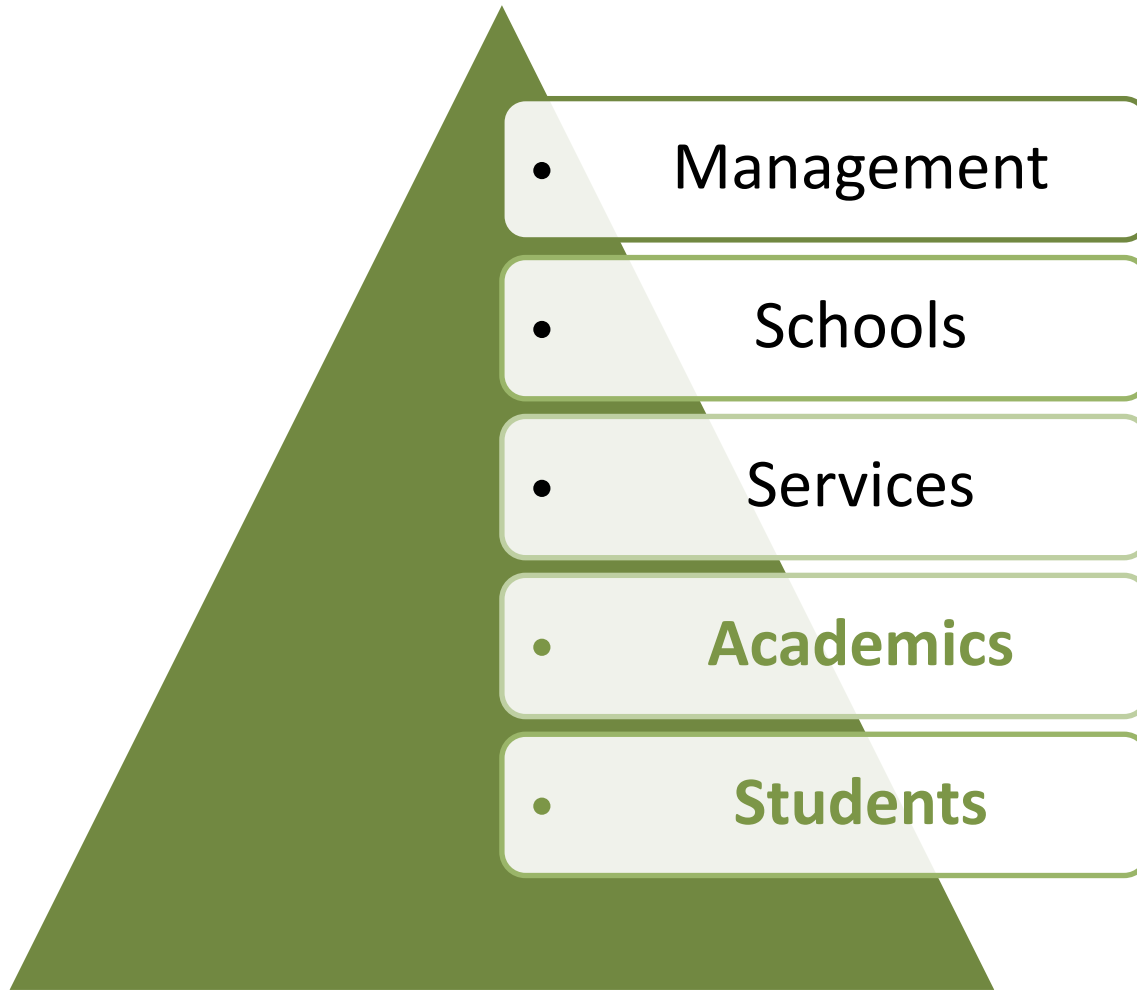
**tott**  
TRAINING OF THE TRAINERS

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COALITION



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# Inclusion levels in Higher Education



# Three key principles

Equity

Diverse student voices are heard

Diversity

Equal opportunities for all

Inclusion

Engagement and Active participation as Equal Partners

Assessment for Learning to ensure Success for all

# Why is inclusive education important?



- Learning with students from different backgrounds, cognitive, emotional and social needs



- All learners have positive attitudes and collaborate successfully with students with additional needs



- Inclusion is not only about students with disabilities and learning difficulties. We need to promote a holistic framework for ALL.



- Inclusive practices are embraced by international educational organisations (Unesco, 1994, 2017).

“[u]nderpinning the concept of inclusive learning and teaching are [the] values of equity and fairness. [...]

Pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all.

It embraces a view of the individual and **individual difference** as the source of diversity that **can enrich the lives and learning of others.**”

*–Hockings, (2010: 1-3)*

“Herein, Inclusive student-centred pedagogies (I-SCP) in higher education are defined as the **proactive and intentional teaching and learning activities**, course design, curricula and assessment which foster equity during carefully designed learner-centred opportunities for **student engagement, self-awareness, self-regulation**, and learner autonomy for all stakeholders in higher education”.

*–Katsampoxaki-Hodgetts (2023)*



# Biggs' constructive alignment

Learning  
outcomes

Assessment  
tasks

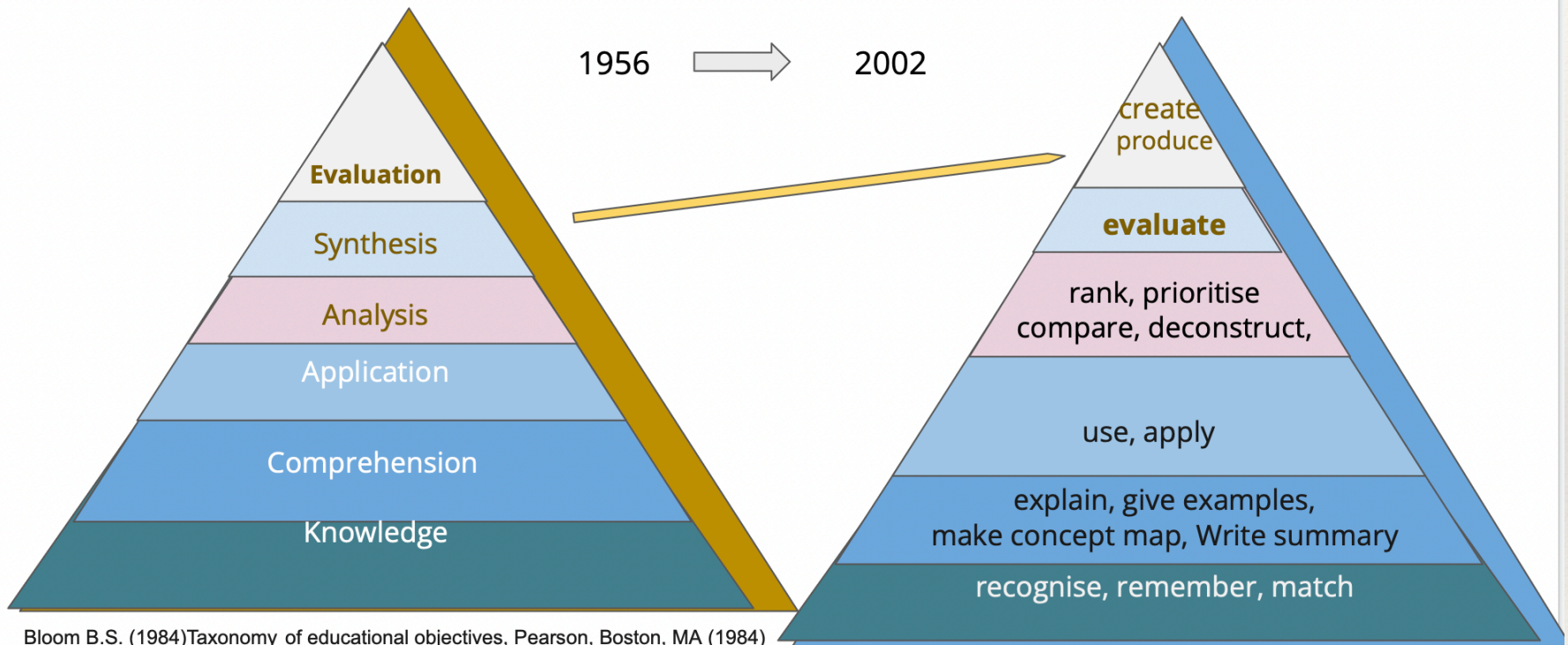
Learning  
Activities

Materials  
&  
Resources





# Educational objectives & Cognitive demand



Bloom B.S. (1984) Taxonomy of educational objectives, Pearson, Boston, MA (1984)

Krathwohl (2002). A Revision of Bloom's Taxonomy: An Overview, THEORY INTO PRACTICE, Volume 41, Number 4, 212-264

*Centre of Teaching and Learning, University of Crete*

# Definition of inclusion & equity

## Inclusion

Not limited to students with learning difficulties or disabilities.

From access to participation to progress to success (**Anderson, 2020**)

**Proactive course/lesson design**





Behaviourism  
Skinner (1953)

Connectivism  
Siemens & Downes  
(2009)  
Constructivism  
Piaget (1950) & Brunner  
(1961)

Cognitivism  
Gagne, Wager,  
Golas, & Keller (2004)  
Objectivism  
Rand (1943)



Adult learning  
Theory  
Knowles  
(1980)

**Educational frameworks for teaching may  
explain why we teach the way we do!!!**

# Blumberg (2019): student-centred learning

	Teacher-centred environment	Student-centred or learning-entered environment
<b>Student role</b>	Passive listening or reading of new input/content	Active engagement in designed social processing of content
<b>Faculty role</b>	Dissemination of information	Active learning Support and Coordination
<b>Responsibility for learning</b>	Increased responsibility by instructor	Increased responsibility by students
<b>Higher order cognitive skills</b>	Memorising reliable, recent and valid facts	Understanding and higher cognitive skills
<b>Evidence for knowledge</b>	Memorisation of target content in final exams	Expression of understanding through tasks (individual, pairs or groups)
<b>Assessment methods</b>	Marking oral or written exams (Summative)	Provision of of teacher and peer-feedback (Formative)

# Katsampoxaki-Hodgetts (2023): student-centred I-SCP learning

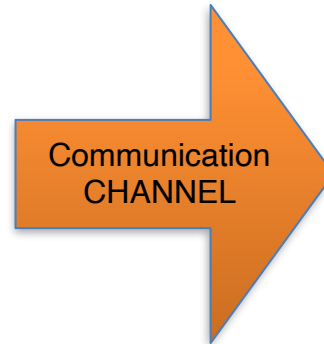
	Inclusive student centred pedagogies (I-SCP)	Student-centred or learning-entered environment
<b>Student role</b>	Engagement options for all	Active engagement in designed social processing of content
<b>Faculty role</b>	Active learning through variety of optional media and modes for All	Active learning Support and Coordination
<b>Responsibility for learning</b>	Increased responsibility by ALL students without exemptions	Increased responsibility by students
<b>Higher order cognitive skills</b>	Differentiated learning activities	Understanding and higher cognitive skills
<b>Evidence for knowledge</b>	Expression of understanding through optional tasks (individual, pairs or groups) and media	Expression of understanding through tasks (individual, pairs or groups)
<b>Assessment methods</b>	'Assessment <b>for</b> LEARNING' opportunities	Provision of teacher and peer-feedback (Formative)
		

# Communication Constructed meaning

Encoding



Transmitter

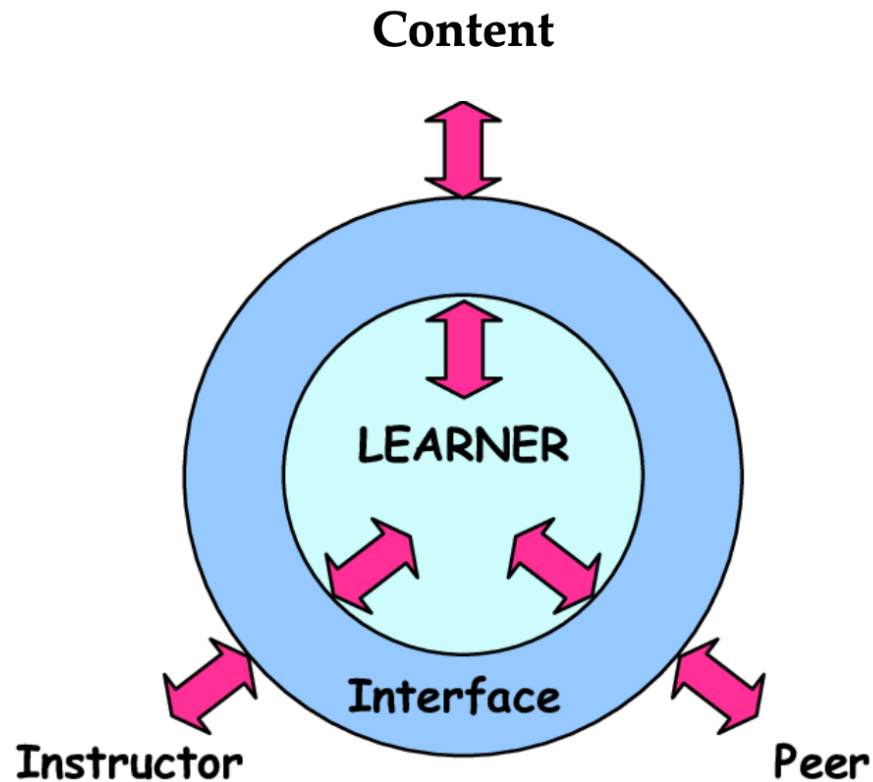


Decoding



Recipient

# Inclusive Student-centred communities of learning and practice





# It is our responsibility to assume all learning barriers are possible!

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## Physical barriers

where learning takes place e.g. access to a building or to a resource

## Cultural barriers

the 'what' of learning e.g. are examples we use relevant? Are our instructions explicit?

## Cognitive barriers

how students learn. Do students assimilate, process, recall and synthesise knowledge efficiently and effectively?

McLoughlin & Lewis 2001; McAllister, 2002

# Holistic Framework of Inclusive Education

Groups of 4 or 5

Task: 6 min

**Physical barriers**

**Learning barriers of  
inclusive teaching  
and learning**

In groups, identify one  
problem and suggest one  
possible solution

**Cognitive  
barriers**

**Socio-cultural  
barriers**

**Group 1** [bit.ly/46boJYx](https://bit.ly/46boJYx)

**Group 3** [bit.ly/443Ab6y](https://bit.ly/443Ab6y)

**Group 2** [bit.ly/3Jpdzpf](https://bit.ly/3Jpdzpf)

**Group 4** [bit.ly/3PmmPy9](https://bit.ly/3PmmPy9)

# How can I identify student needs early on?

- Declaration or Commitment Contract on the first day of the course
- Use of Identity Charter for group discussion
- Involving students in decision making when presenting the syllabus and seeking suggestions for providing support materials accessible to all

Discussion of comments from last year's student evaluation and seeking suggestions for changes

The possibility of choices as to the type of work with the same percentages but with different tropes, skills, content so that students can share thoughts and concerns

Exit tickets (with or without digital means) to evaluate the way in which each week's topics are presented or the activities and questions students are asked to answer

# Developing an inclusive classroom

Identify barriers

Social

Physical

Cultural

Environment

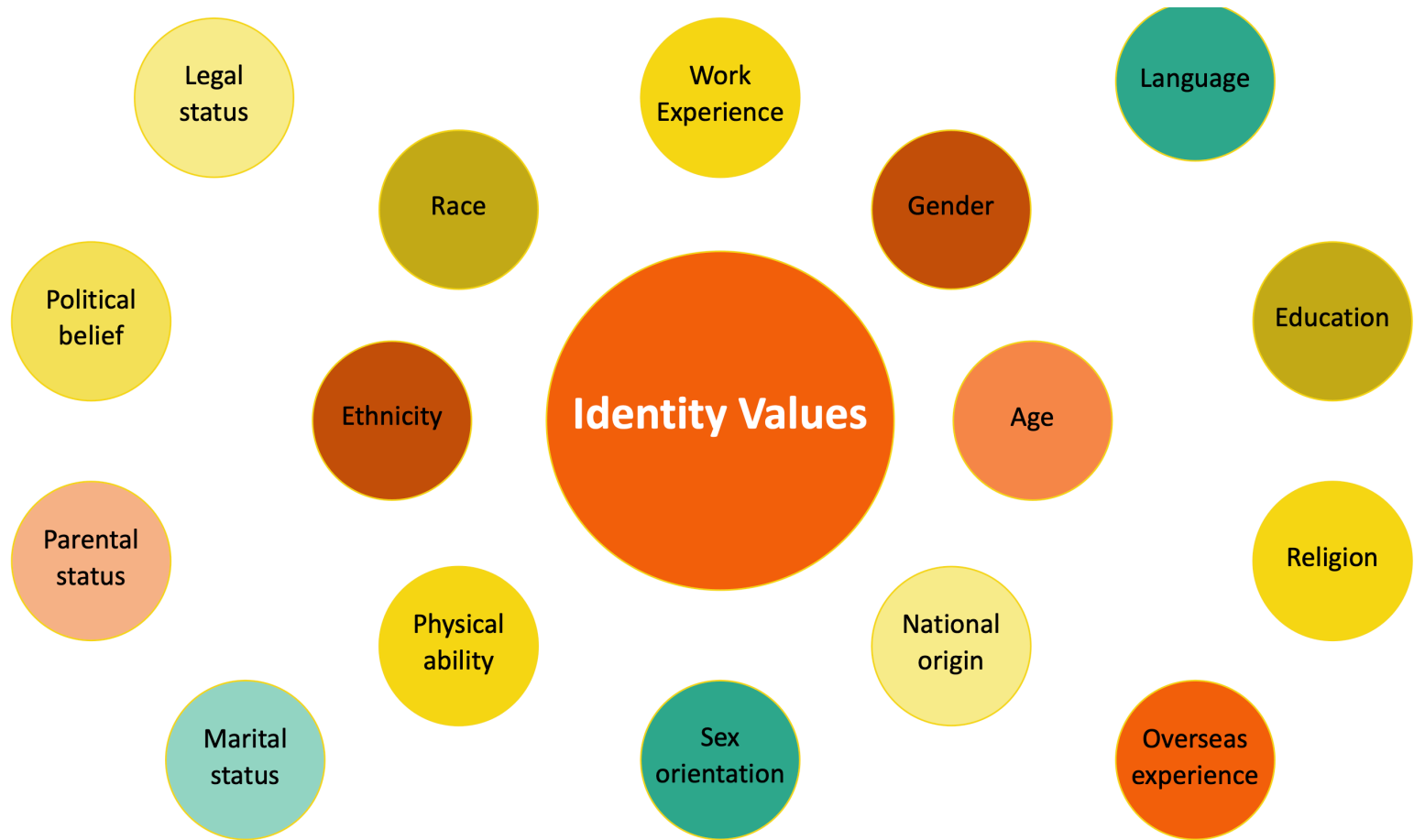
Create i-SCP  
structures  
& routines  
for ALL

Create means of  
empowerment  
for ALL

Provide  
scaffolding  
opportunities  
for ALL

Proactive and Constructive Alignment of  
Student-centred I-SCP learning

Use an identity chart:  
To engage, to allow diverse identities to “become visible”  
To make everyone feel responsible for inclusion



# Adapting Biggs' constructive alignment

Learning  
outcomes

Assessment  
tasks

Learning  
Activities

Materials  
&  
Resources

**Towards Inclusive Student Centred Pedagogy**



# Holistic Framework of Inclusive Engagement

Groups of 4 or 5

Task: **8 min**

In what ways we can  
**adapt** the way we  
**engage** our students  
in line with I-ScP  
pedagogy?

Think of ways can we  
**adapt** the way we  
**assess** our students  
in line with I-ScP  
pedagogy?

**Group 1**  
**Group 2.**

**[bit.ly/46boJYx](https://bit.ly/46boJYx)**  
**[bit.ly/3Jpdzpf](https://bit.ly/3Jpdzpf)**

**Group 3** **[bit.ly/443Ab6y](https://bit.ly/443Ab6y)**  
**Group 4** **[bit.ly/3PmmPy9](https://bit.ly/3PmmPy9)**

# Is labelling students sustainable?

**Setting Strategic objectives of the holistic inclusion framework means:**

- ❖ Understanding that we (instructors) are **not the only source** of information; make the most of alternative (multimodal) sources
- ❖ Improving the presentation of new content (**multimodality** and **open access** for all)
- ❖ Taking responsibility for **active involvement** of those who are traditionally marginalised; increase active participation of all students (f2f/ online)
- ❖ Providing **feedback and assessment** systems **FOR** learning



# More Inclusive Strategies

Articulation opportunities for all in large audiences

**Think Pair Share**

Representation opportunities (**anonymously with exit tickets**)

Use of interactive tools in groups (**padlet, perussal, socrative, googledocs**)

Concept maps and diagrams as **evidence of learning**

Inquiry-based learning - Oral Presentation of new content as an optional task (Multimodal alternatives: podcast, infographic, report, essay etc)

Making video lectures available on an **open access** platform

Provision of reading list/ technical terms dictionary

# Example of digital tool that allows us to gain visibility of misconceptions without labelling students

Show Names
  Show Responses
  Show Results

NAME ▲	SCORE % ⇅	1	2	3	4	5	6	7	8	9
.....	✓ 78%	✓ D	✓ False	✓ False	✓ False	✓ False	✓ False	✓ C	✗ True	✗ True
.....	0%									
.....	✓ 78%	✗ A	✓ False	✓ False	✓ False	✓ False	✓ False	✓ C	✗ True	✓ False
.....	0%									
.....	✓ 67%	✓ D	✓ False	✗ True	✓ False	✓ False	✓ False	✓ C	✗ True	✗ True
.....	0%									
.....	✓ 67%	✓ D	✓ False	✓ False	✗ True	✓ False	✓ False	✓ C	✗ True	✗ True
.....	✓ 78%	✓ D	✓ False	✓ False	✓ False	✓ False	✓ False	✓ C	✗ True	✗ True
.....	✓ 67%	✗ B	✓ False	✓ False	✗ True	✓ False	✓ False	✓ C	✗ True	✓ False
.....	0%									
.....	✓ 67%	✗ A	✓ False	✓ False	✓ False	✓ False	✓ False			
.....	✓ 67%	✓ D	✗ True	✓ False	✓ False	✓ False				



**“... the commitment to inclusion begins with each educator” (Boyle et al., 2011: 77)**

# Performance vs Progress

Students' poor performance is often attributed to poor management or inability to succeed and the appropriateness of the assessment method is rarely considered.

There is no universal agreement on what constitutes fair and meritocratic assessment.

Restrictions on time and access to resources are not always consistent with inclusive principles.

Tai, J., Ajjawi, R, Boud, D., and de St Jorre, T. (2023) Chapter Promoting Equity and Social Justice

# Three stage mid-term exams



## 1st Stage (individual test)

Students complete test questions individually and submit their papers (75 min)



## 2nd Stage (group test)

All group members must agree on the answer submitted as correct (35 min)

## 3rd stage Katsamposaki-Hodgetts(2023)

Instructors provide feedback to selected (random) test papers and project them on screen during the exam

(Teacher feedback can be recorded and provided online)



# More recommendations for change

Give a choice of oral examinations or examinations with more time available.

A choice of different forms of formative assessment that have the same weighting but aim at cultivating different skills, mental processes or cognitive load.

Provide a choice of a Student Portfolio that demonstrates systematic study and work.

Conduct daily quizzes that identify difficulties or misconceptions and provide feedback (not just grades).

Allow students to take a mock test and provide the correct answers for them to compare and ask you questions.

Conduct three-stage examinations (progressions) with feedback on students' strengths and weaknesses.

Katsampoxaki-Hodgetts (2023) ; Tai, J., Ajjawi, R, Boud, D., and de St Jorre, T. (2023) Chapter Promoting Equity and Social Justice

# International Journal for Academic Development

VOLUME 27  
NUMBER 1  
MARCH 2022

International  
Journal for  
Academic  
Development



ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/rja20>

## The 'naked' syllabus as a model of faculty development: is this the missing link in Higher Education?

Kallia Katsampoxaki-Hodgetts

To cite this article: Kallia Katsampoxaki-Hodgetts (2022): The 'naked' syllabus as a model of faculty development: is this the missing link in Higher Education?, International Journal for Academic Development, DOI: [10.1080/1360144X.2022.2025814](https://doi.org/10.1080/1360144X.2022.2025814)

To link to this article: <https://doi.org/10.1080/1360144X.2022.2025814>



Published online: 27 Jan 2022.



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Give Feedback on Staff Academy



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Thank you!