

The brief: Design a learning encounter and formative multimodal assessment concept.

Transitioning students – foundation, first year, or PGT. The learning objective is around getting to know each other and building a foundational sense of belonging in the academic sphere.

Live business brief – students working in a group to respond to a business or industry challenge. The learning objective is about effective collaboration and about communicating the ideas generated efficiently and impactfully for an industry audience.

Open educational resource – students producing a resource that can help future students with study skills, subject knowledge, or professional practice. The learning objective is about engaging communication that is tailored to a student audience.

A campaign – students creating a resource that informs thinking, changes behaviour, or persuades others to take action. The learning objective is about influencing and shaping audience perceptions.

Staff development – preparing staff to apply for a digital innovation grant in which the assessment is the application. The learning objective is about project design and making an effective business case for the impact of the project.

Practical innovation and education change

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1. Set the context and scope

Who are you designing for and what is your goal?

Brief Selected:

New students	
Live business brief	
Learning resource	
A campaign	
Staff development	

Scope:

Co-curricular	
Core curriculum	
Programme	
Interdisciplinary / Service module	
Other..._____	

2. Communicate your idea

Draw, write, scribble down your idea

In a nutshell, what's your concept?

3. Stress test

Does it enable development of...

Cognitive skills

Analytical thinking

Creative thinking

Resilience, flexibility and agility

Motivation and self awareness

Curiosity

Technological literacy

Dependability and attention to detail

Empathy and active listening

Leadership and social influence

Score it on...

Scalability - How widely can the assessment be used; subjects levels?

Sustainability - How easy is it to run year after year?

Desirability - Students able to showcase and share outside of assessment

Make it happen

What' three things are needed to make it happen?

1: _____

2: _____

3: _____

Examples

“Interdisciplinary module that brings together students from different disciplines to work on local development brief, working with community groups in the end presenting the solution for local development/local industries.”

“A multimodal app/website for new/transitioning students, contributed to by existing students: ‘Mapping our journey’ incorporating video, image, VR and AR at physical locations, gameification.”

“A range of media (tiktok video, webpage, podcast, insta story) to answer Why am I studying this programme? What do I want to learn/get out of the study of the discipline in the foundation year? Working collectively in early stages (scaffolded) individual output.”

“Creation of a learning resource incorporating a number of artefacts to communicate the content of underlying objects eg poster, podcast, video, reel etc in relation to summaries of journal articles, key tools. Created in groups shared with wider group to create body of learning resources - for wider module/course. Final summative assessment combining demonstration of knowledge & reflection.”

Enablers/barriers

Motivation and buy-in of individuals (students, staff)

Organisational environment: policies, spaces, networks (eg with employers/alumni/community groups)

Resources: digital poverty & institutional costs; access to technology platforms and tools; time

Knowledge and skills digital expertise; assessment literacy

Leadership: both at the top and “championing” among practitioners