



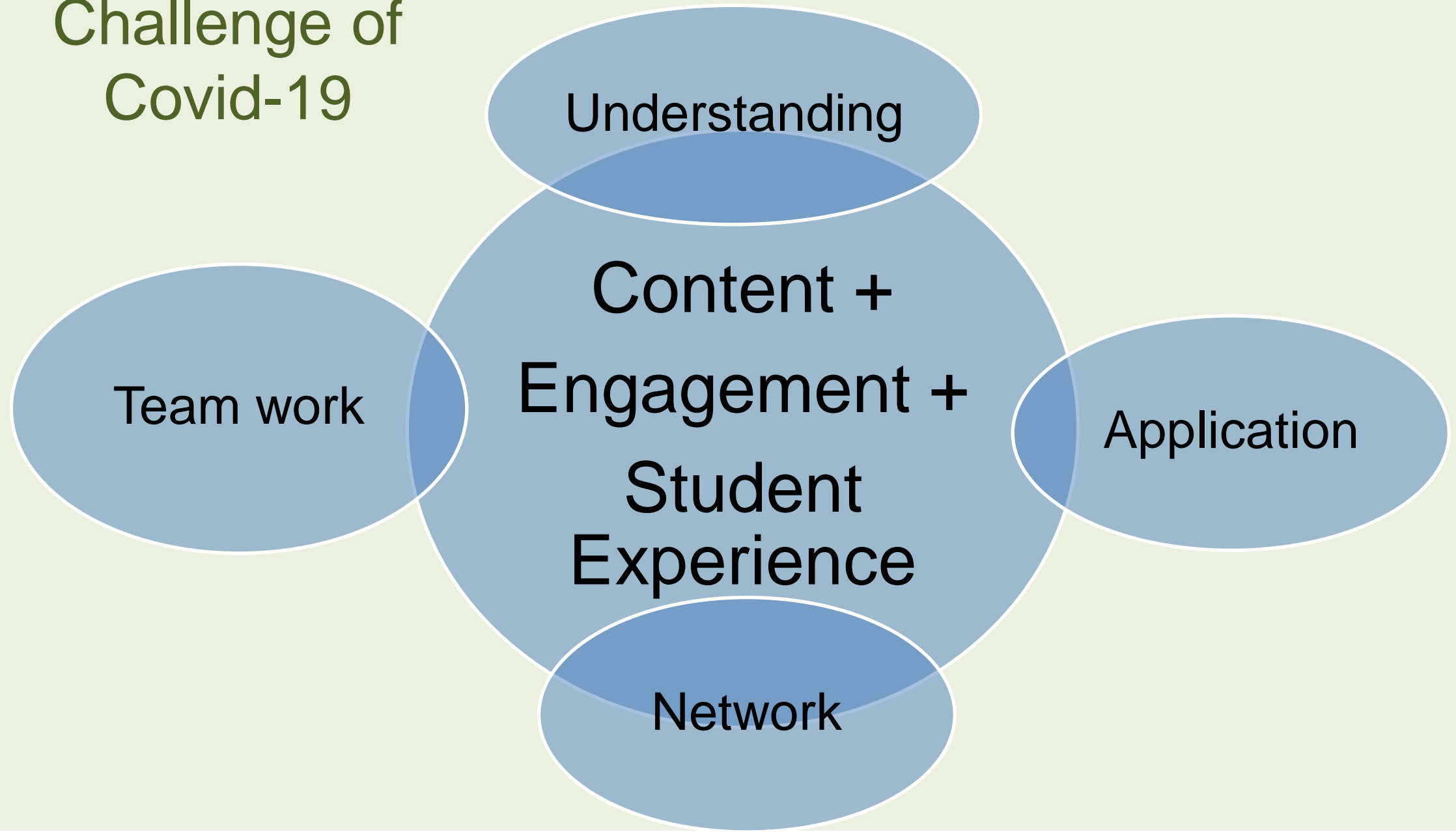
Adapting to Covid-19, incorporating Universal Design into a first year assessment

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A/L in Water & Wastewater
Science

IT Sligo

Challenge of Covid-19



Which Module for Redesign?

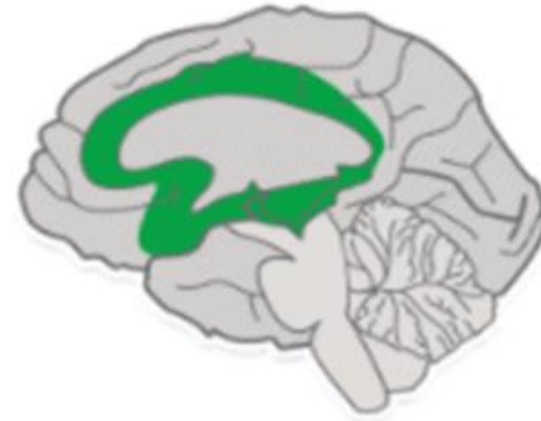
Chemistry & Chemical Hazards

Students didn't understand why!

Poor integration with the Enquiry Based Learning (EBL) Module

Perception that chemistry is very difficult

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

Aim of the Redesign

Flexible
 inclusive
 assessment
 structure

Engagement
 with
 fundamental
 theory

Opportunity
 for
 collaboration

Multiple Means of Engagement

- Short Group activity via channels on MS Teams
- Videos & other resources
- Opportunity to track progress by self assessment

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

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Multiple Means of Representation

- Deliberate integration to support the EBL module
- Set the context for chemical theories
- Case studies
- Built on existing knowledge

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

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Multiple Means of Action & Expression (1)

- Collaborative approach to redesign of continuous assessment (20%)
 - Skeleton outline
 - Polled students on group/individual assessment
 - Collaborative space using Class notebook
 - Roadmap – brainstorming, learning gaps and action plan templates
 - Choice of 10 topics
 - 4 options of media types for submission
 - Detailed marking rubric for each option

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

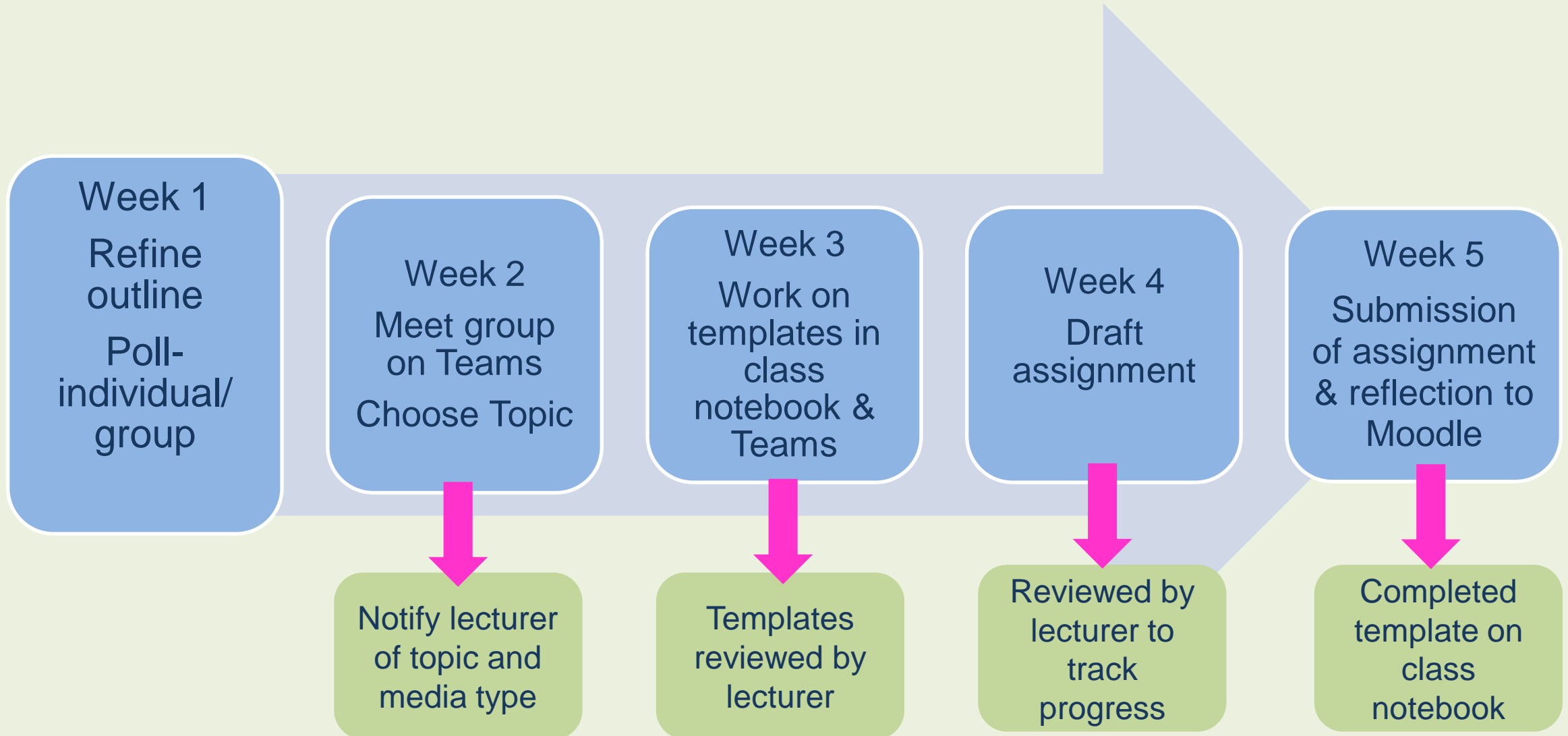


Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

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Redesign of Continuous Assessment



Multiple Means of Action & Expression (2)

- Submissions shared as a resource
- Feedback via individual reflection logs
- Encouraged students to set learning goals
 - Interactive workshop on planning for the final assessment/exam
 - Individual study plans

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression


For strategic, goal-directed learners, differentiate the ways that students can express what they know.

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What have I learned?

- More focused on my audience
- Importance of stimulating interest & installing students in the process
- Options for both learning & expression
- Peer engagement enhances motivation & deeper learning
- Providing opportunities for self assessment

Feedback from Students



I learned not to leave it till the last minute

I started enjoying chemistry because I did a lot of research, and this made it easier for me to understand

I learned to express my concerns in a group and actually get listened to and it has helped my confidence in speaking up

It gave me a chance to get to know some of my class

I feel more confident in tackling the chemistry topics in a group

Next time I will be more confident and get stuck into the work as soon as possible

It was nice to have fun with the group

I thought it was difficult to talk to new people online