ENABLING ASSESSMENTS
SPECIAL INTEREST GROUP

Interested in joining the conversation? We would love for you to join!
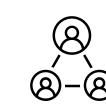
Scan the QR code below to take a short survey and leave your details, or email the SIG co-facilitators:

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ABOUT THE SIG

Assessments play a pivotal role in promoting learning, preparing enabling students for university study while allowing enabling educators to make informed decisions about student progression and attainment of skills and knowledge. In this context, the purpose of the Enabling Assessments SIG is to facilitate dialogue around the principles and uniqueness of Enabling assessment practices, while promoting evidence-based practice and innovation. Through dialogue, sharing and scholarly inquiry, this SIG aims to promote robust, informed principles and practices for assessment that lead to better outcomes for all students.

SIG QUICK STATS (2024)

- **27** members
- **15** institutions
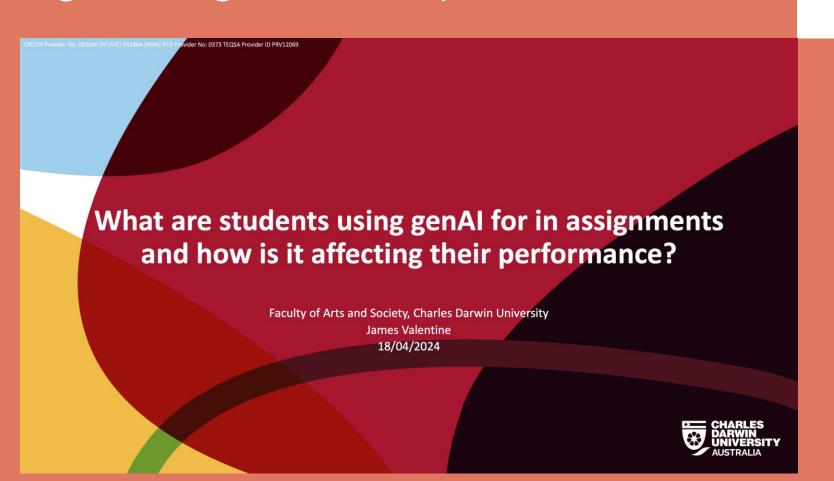- **6** meetings
- **4** presentations
- **2** research projects

PRESENTATIONS

James has implemented a practice of asking students to self-report whether they utilised GenAI to assist them with completing their assignments. In this presentation, James delved into the reasons students have provided for using or not using genAI in their assignments. Additionally, he explored the impact of genAI usage on student performance.

What are students using genAI for in assignments and how is it affecting their performance?

Faculty of Arts and Society, Charles Darwin University
James Valentine
18/04/2024

Overcoming low mathematics self-efficacy in the context of Enabling programs

Peter Power
University of Newcastle

Peter's presentation identified some of the changes to assessments tasks taken at the University of Newcastle in an attempt to alleviate low self-efficacy in the fundamental mathematics area. The changes include the number and weighting of assessment tasks, opportunities to redeem marks, and when assessments are scheduled.

This presentation coincided with the release of Kieran's chapter book on feedback, co-authored with Dr Edd Pitt. While this chapter is about feedback processes in higher education in general, Kieran discussed this in the context of enabling education and how certain practices could be implemented.

Designing opportunities for students to proactively seek out and generate feedback: Implications for enabling education

Kieran Balloo
UniSQ College
University of Southern Queensland

Prevention and intervention strategies in the temptation of academic avoidance.

Ms. Michelle Briede | Federation University Australia

This session shares the strategies in approaching academic writing and learning within an Enabling academic writing unit. The session aims to providing transparency of current effective practices including curriculum development, assessments, and feedback and communication in addressing integrity challenges. Practical sharing of supporting materials for adaption and use will be available.
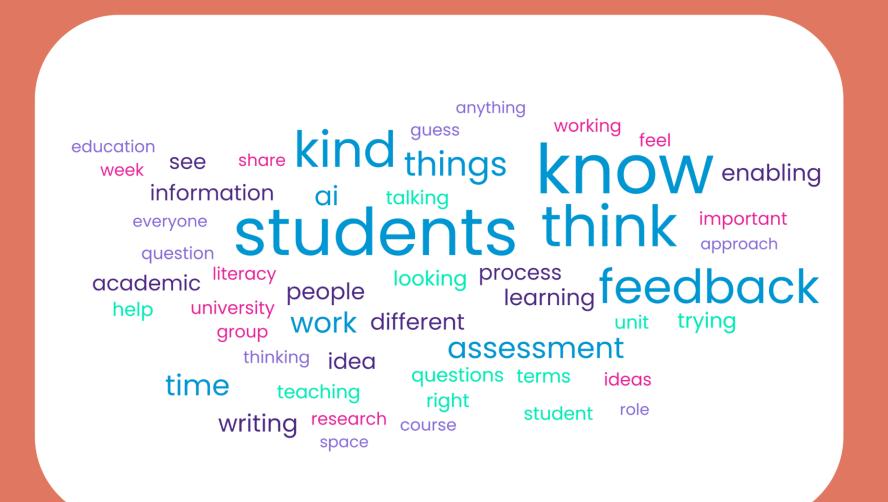
- Assessments (research – plan – draft – final including feedback)
- Communication (information, activities, meetings, management of Academic integrity)
- Academic Integrity (educative approach, including Generative AI)

Michelle's session shared the strategies in approaching academic writing and learning within an enabling academic writing unit. The session provided transparency of current effective practices including curriculum development, assessments, and feedback and communication in addressing integrity challenges. Practical sharing of supporting materials for adaption and use was available.

DISCUSSIONS

TAKE THE ENABLING ASSESSMENTS SIG SURVEY

Scan the QR code to:
- share your thoughts about the topics we have discussed during our SIG meetings.
- leave your details to join the SIG.

We'll share the results in a future NAEEA newsletter.

RESEARCH: FEEDBACK LITERACY

This project is exploring feedback literacy as part of the hidden curriculum in enabling education. A critical provocation manuscript is in progress.

Collaborators: UniSQ, ECU, SCU

RESEARCH: ASSESSMENT PRINCIPLES

This project is investigating the core principles associated with assessment in enabling education. A manuscript presenting scoping review findings is in progress.

Collaborators: SCU, CDU, CSU, UNSW