DADA: A toolkit to design and develop alternative assessment

The DADA (Design and Develop Alternative Assessment) project results from the collaboration between the University of Kent, the Open University and Advance HE. DADA aims to develop and disseminate a framework and a toolkit that can support staff involved in assessment design to map assessment types, identify and develop alternative inclusive assessment formats in line with the principles of constructive alignment (Biggs and Tang, 2011). Throughout the proposed session, participants will familiarise themselves with the toolkit and will develop a better understanding of inclusive assessment (Hanesworth et al., 2018; Keating et al., 2012; Waterfield and West, 2006) through discussion and hands-on experience.

DADA is based on a pilot run in collaboration with academics, academic and student support staff and students across a variety of subject areas in different HE intuitions in the UK. DADA brings together case studies and lived experiences of colleagues working with various student populations and within different policy contexts and regulations (including assessment accredited by professional bodies). An essential aspect of the project is its ‘distributed leadership’ (Jones and Harvey, 2017), as it was only made possible by the cooperation of different teams and participants, each contributing with their specific area of expertise.

References


