

**Title:** “Presenting a CIA Toolkit (...much more inclusive than it sounds!)”

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Consider the value of students as partners in the creation of learning resources.
- Evaluate the degree to which they are being culturally-inclusive when designing and developing assessments for international students.
- Apply tools from the CIAT toolkit to enhance their own practice.

### **Session Outline**

There is a wealth of literature in relation to teaching international students that states there should be an emphasis on intercultural learning and teaching. The expectation is that such a strategy should be embedded within curricular. However, what is not evident is how academics can adapt the skills they have adopted in intercultural teaching and learning to shape and inform their assessments. Whilst there is evidence suggesting that assessment practice should be culturally responsive (Slee, 2010), there is currently a scarcity of informed guidance on how academics should achieve this.

This UKCISA-funded project sought to contribute to the current literature by developing tools which aim to support academics’ in designing culturally informed assessments. The aim of the project was to enhance the students learning experience, providing an added value to their learning and potential employability, whilst also developing the skills of academic in designing and delivering intercultural assessments. Incorporating such a process could have the potential of not only making the assessment more meaningful to the students, but also enabling the enhancement of a pedagogical approach, which triangulates teaching and learning with assessments. These tools were informed by discussions with, and feedback from, students and staff, and are currently being piloted at the University of Bedfordshire.

## Session Activities and Approximate Timings

Content	Timing	Activity
Introductions and background to the project	5mins	Speaker-led; Speakers introducing the concept, design and pilot of CIAT.
Group discussion	10mins	Participant-led; Participants to discuss benefits and drawbacks of using students and staff as partners in creation of learning materials.
Findings from CIAT pilot	10mins	Speaker-led; presentation of findings and analysis of tools.
Identification of needs	5mins	Participant-led; participants self-identify their development needs and choose a corresponding tool.
Analysis of tools and feedback	15mins	Participant-led; participants analyse the tool they have chosen, consider the application to their practice and share with rest of the group. Feedback on tools collected from participants.

## References

Slee, J. (2010). A Systemic Approach to Culturally Responsive Assessment Practices and Evaluation. *Higher Education Quarterly*. 64(3), pp. 246-260.