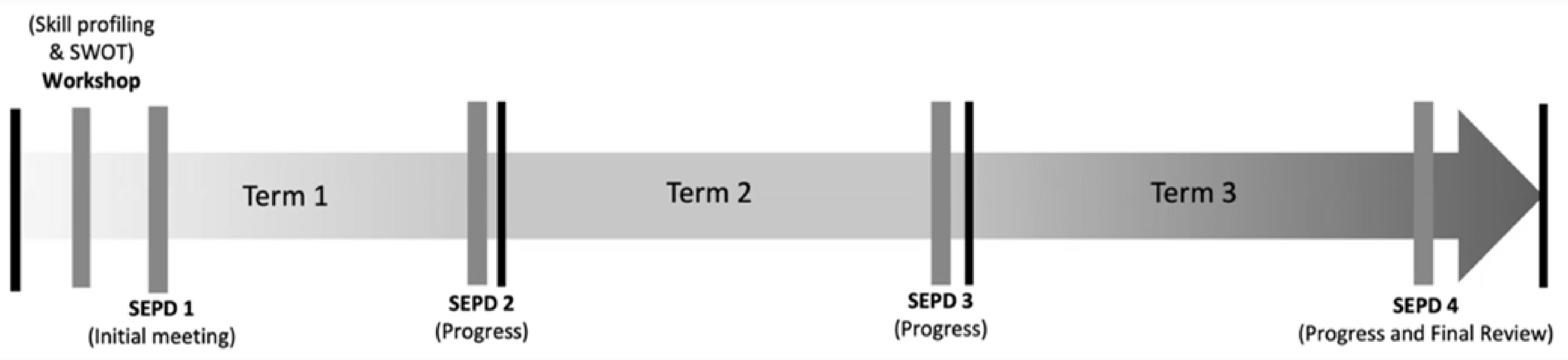
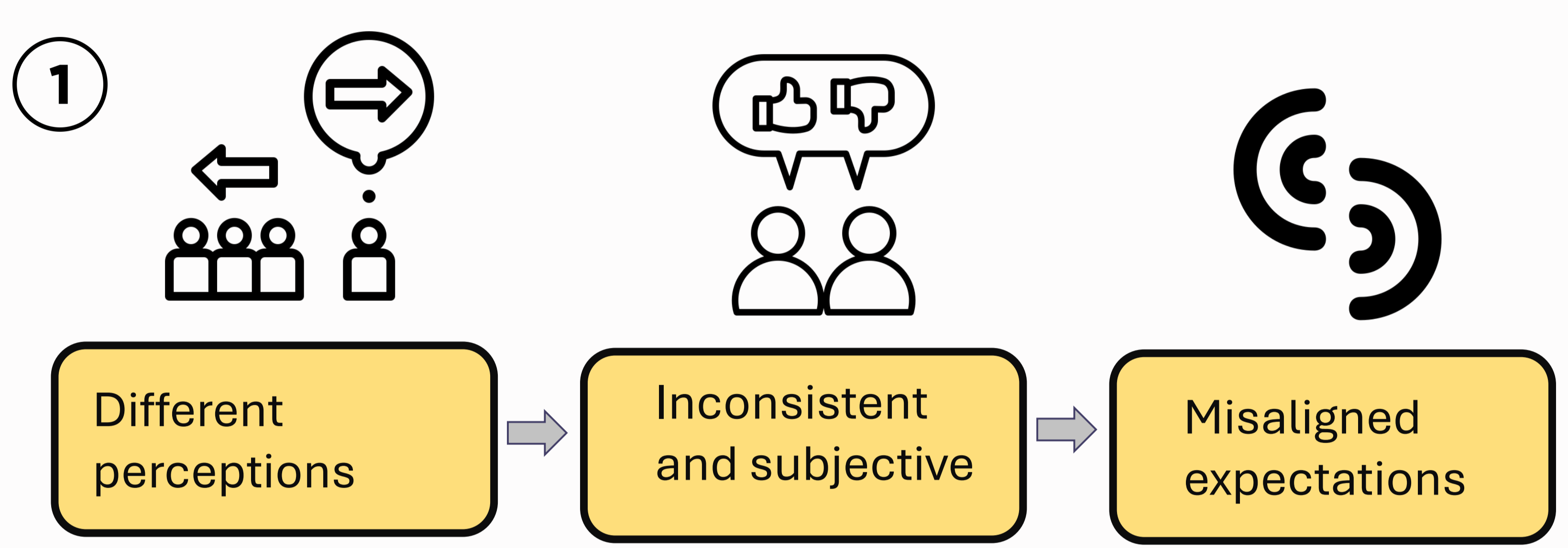


Structured Dialogic Assessment as Inclusive Pedagogy: Advancing Employability and Belonging in Life Sciences

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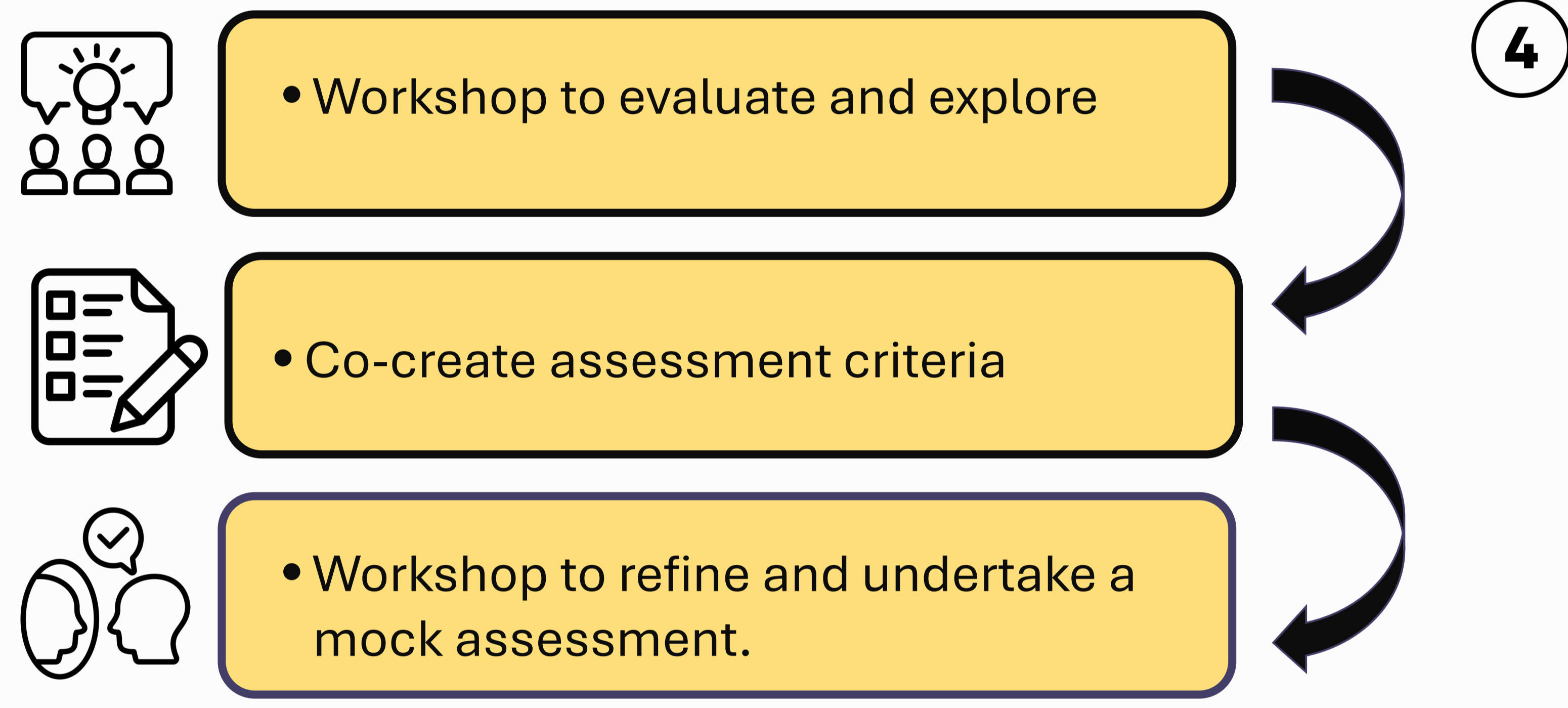


- 2 forms, 4 submissions, assessment criteria mapped to core skills
- Year 1, 70% engagement with the formative submission point
- Year 2, 90% engagement and request for summative

3

Assessment re-design

- 20% split (10% Supervisor; 10% Reflective discussion)
- More **authentic**, more **inclusive**, more **ownership and belonging**
- **Valuing** the learner's voice



- Students as **active partners** in their development, demonstrating self-leadership.
- **Meaningful dialogue** with supervisors.
- Improved **assessment literacy**.
- Inclusive, transparent and more **equitable experiences**.
- Enhanced **professional understanding** and effective **skill articulation**



References:
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 Sousa, D., Menchaca, I., Doran, P., Charneca, N. (2024). Towards Disruptive and Dialogic Assessment Systems Supported by Technology. In: Gonçalves, J.A.d.C., Lima, J.L.S.d.M., Coelho, J.P., García-Peñalvo, F.J., García-Holgado, A. (eds) Proceedings of TEEM 2023. TEEM 2023. Lecture Notes in Educational Technology. Springer, Singapore. https://doi.org/10.1007/978-981-97-1814-6_117