

Designing assessment for inclusion: How does culture fit in?

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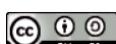
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Abstract

Inclusion is important in higher education, and therefore should be an important consideration within assessment. Over time, the focus of *who* should be included in higher education has evolved, starting with disability inclusion, and broadening to various aspects of social inclusion. In the context of increasingly internationalized higher education, one contemporary consideration is that of culture. However, what culture is and how it might be accounted for within assessment has not been the focus of prominent scholarly work. This paper undertakes a scoping literature review to establish what is already known, and to offer directions for future work. Through the review, two design principles are developed which speak to the broader movement towards assessment for inclusion. Though culture is ill-defined within the literature, this may be more important to consider within local contexts rather than at a conceptual level. Future research could profitably focus on generating empirical evidence regarding the outcomes of assessment designs which are culturally inclusive, and exploring the implications of implementation for educators and institutions.

Keywords: *assessment, inclusion, culture*



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Introduction

Inclusion is an enduring underlying goal of education, even if it has not been an explicit priority in all contexts and situations. Prominent education theorists have long considered how an equitable future and social justice can be achieved through the way in which learning and teaching occurs (Dewey, 1916; Freire, 1970). More recently, governments have also taken up these goals and motivations, seeking to ensure equitable access and participation, and particularly in higher education, though this is still an ongoing process (e.g. O’Kane, 2024). While access to and participation in education are perhaps more easily achieved especially in developed countries, educators would be failing in their mission if success in education was also not equitably assured for all involved. There have also been arguments that student diversity is important for the quality of higher education, supporting social and cognitive development through encountering complex situations (Kaur et al., 2017). A lynchpin to success in education is the way in which assessment is designed and enacted (Tai et al., 2023): if assessment does not unfold in ways that support *all* learners to demonstrate their capabilities, not only is this a problem for the validity of that assessment, it also means that disparities in outcomes are perpetuated.

The problem of assessment and inclusion has been an intermittent consideration within higher education in recent generations of assessment researchers (Adams & Brown, 2006; Ketterlin-Geller et al., 2015; Messick, 1999). Much of the current discourse around assessment and inclusion has focused on students with disabilities (SWD), which encompasses not only physical disabilities but also medical conditions and, to an extent, neurodiversity. Inclusive education has also considered the broader remit of social inclusion, commonly thought of with respect to differences in socio-economic status, student location (e.g. regional or remote locations), and some cultural and linguistic differences (Stentiford & Koutsouris, 2021). Accounts focusing on inclusive practice within higher education have been published largely from the perspective of Western

institutions, and from majority perspectives. There are likely to be multiple reasons for the shape and focus of the extant literature, including opportunities for research and scholarship, relative priorities of institutions and individuals, and conventions of Western academic publishing: while some fields are actively working to counter these biases, there is still a dominance of English-language publication within education (Ajjawi et al., 2022). Indeed, some perspectives on assessment and inclusion might still be considering the goals of inclusion as a form of integration or assimilation, rather than valuing diversity in ways of thinking and doing (McArthur, 2016; Tai et al., 2023), and have been developed from monocultural societies—or at least, societies with a single dominant social group. In contrast, much of the critical research with international students has progressed to focus on the problems with assuming a deficit perspective, with a shift towards recognizing power imbalances and the value of diversity (Mittelmeier & Yang, 2022).

This paper aims to consider more broadly what inclusion might mean in a shift to considering multicultural societies; and how inclusion can be enacted within assessment, towards better supporting inclusion in intercultural and international ways. It begins with a brief overview of current conceptualizations of assessment *for* inclusion. A scoping literature exercise is then undertaken to offer a sketch of the current empirical landscape, identifying existing literature and opportunities for further investigation. From this literature review, recommendations for assessment design focusing on cultural inclusion appropriate to context are then developed, with directions for future research and practice.

Current Conceptualizations of Assessment for Inclusion

To fruitfully engage with conceptualizations of assessment for inclusion, first some consideration must be given to conceptualizations of assessment. No student can pass through the university system without encountering assessment: as Boud (1995) astutely identified, ‘Students

can, with difficulty, escape from the effects of poor teaching, they cannot (by definition, if they want to graduate) escape the effects of poor assessment' (p. 35). The traditional Western perspective on assessment has been tilted towards the assessment *of* learning: that is, assessment is something that is done to students at the end of a period of learning, for the purposes of assuring that they have learned according to expectations, or they can demonstrate particular capabilities, to the extent that an institution can confidently certify that student as competent (Boud & Soler, 2016). This understanding of assessment offers very little autonomy to the student regarding what might be assessed and in which ways; rather it places substantial responsibility on institutions and educators to ensure that judgments about capability are accurately made. Students might however develop some confidence about what they can do, since an external authoritative body has judged them to meet expectations—whether they be standards based, or relative to others.

Modern perspectives on assessment assert that the student should also gain substantially through participating in assessment: this might be termed assessment *for* learning, or learning-oriented assessment (Carless et al., 2006). In this understanding of assessment, educators design assessment activities that also offer opportunities to learn, which might involve formative moments (that do not count towards a grade or mark) offering information back to learners about how they are progressing and what they might need to improve upon. More recently, assessment as learning has been the focus of conceptual and empirical investigation, where the activities that learners engage in to be assessed are also the opportunity for learning (Yan & Yang, 2021). This intertwined view also offers insights into the ways in which engaging in assessment therefore shapes students and their outcomes: assessment is therefore a crucial opportunity—and in this increasingly hybrid education environment where students prioritize tasks and learning activities, one of the few opportunities we can be more confident that students engage in—for educators to influence students' future actions and contributions to the

world (McArthur, 2023). From this perspective, inclusion is an important consideration, to offer all students the opportunity to engage in assessment in ways that shape and support their own future goals, even more than just ensuring equitable opportunities for success within the university system.

Inclusion in assessment has been approached from different perspectives, with different arguments mounted for its importance. There have been successive turns to inclusion situated within different socio-political contexts. Messick (1999) identified concerns within the North American context within growing awareness of the socio-economic and racial inequities within higher education systems. Legislative changes in Western countries such Australia, which focused on disability rights, also brought issues of inclusion in higher education to light, and in particular in relation to disability discrimination acts which enshrined legal requirements for institutions to make accommodations such that people with disabilities had equivalent access to educational institutions (Disability Discrimination Act, 1992; Disability Standards for Education, 2005). Similar legislative changes in the UK spurred on significant initial exploration of what this meant for higher education (Adams & Brown, 2006; Waterfield & West, 2006), offering practical examples and advice drawn from the lived experience of both learners and educators. Work from this time has offered a strong foundation for contemporary practice regarding disability inclusion. However, as societies progress in their understanding of the nuance of inclusion, and minoritized or excluded groups are identified (or indeed, identify themselves), and we collectively develop awareness of ongoing inequities, additional work must be done to continue moving towards equitable and just societies

Different countries have come to grapple with these ideas at different times, and thus have different priorities in terms of the most under-represented groups (Finn et al., 2025). The shift towards inclusive higher education is also somewhat reliant on a transfer of inclusive practice in compulsory schooling to higher education (Moriña, 2017).

McArthur (2016) highlighted social justice, drawing on the work of Nancy Fraser (e.g. Fraser, 1999) and Axel Honneth (e.g. Fraser & Honneth, 2003) as a driver of inclusive practices within higher education assessment, and this underlying tenet drives much of the contemporary focus on inclusion in a broader sense (Nieminen, 2022; Tai, 2023; Tai et al., 2024). Beyond legal and philosophical arguments, considerations of assessment validity have also been raised as important to inclusion (Dawson, 2022; Tai et al., 2023). This relates back to the concept of assessment of learning, and the need to be certain that assessment tasks are constructed in ways that are accessible for all students, and that 'no student is discriminated against by virtue of features other than their ability to meet appropriate standards' (Tai et al., 2023, p. 484). To institute an assessment that does otherwise would be to have an invalid assessment; that is, one that does not function as it should.

There are many facets to inclusion in assessment: as highlighted with respect to legislation, one distinct driver has been disability inclusion. Inclusion in assessment has therefore been most well-explored from the perspective of disability inclusion and yet, even so, empirical studies focusing on student experiences and assessment are not extensive (see Nieminen et al., 2024), with much of the focus on negative experiences and the problems within higher education. Similarly, social inclusion has only been a small focus within assessment, with few studies focusing entirely on what could be done to improve inclusion (Tai et al., 2024). Social dimensions to inclusion could be wide ranging: from government-driven concerns around particular socio-economic groups, to pragmatic considerations with increasing internationalization of higher education. Shifts from exclusive to common to mass higher education, as well-described in Western contexts, may also continue to reveal new groups for which inclusion and belonging have not yet been achieved. There is also the matter of intersectionality to consider: whilst originally developed by Black feminist scholars (e.g. Crenshaw, 1991) to better explain the experiences of those who have multiple claims to minority identities, there

is growing acknowledgement that circumstances of students do not support the simplistic application of single labels which describe the totality of their higher education experience (Ajjawi et al., 2025).

As part of the ever-increasing panoply of aspects we are asked to take into account when designing assessment, a potential major consideration is the role of culture in shaping assessment experiences and, the corollary, when taking an 'assessment as learning' perspective: the role of assessment in shaping how learners understand and enact culture. This paper therefore seeks to respond to the research question: Within assessments which seek to promote inclusion, how has culture been acknowledged and incorporated?

Method

Defining Culture

Within a field like higher education which itself is a mixing-pot of different disciplines and professions meeting around a shared activity, there are likely to be different ways in which culture might be invoked. A literature review focusing on medical education contexts identified that while some authors demonstrated a more in-depth and specific meaning of 'culture', many left the exact definition up to inference by the reader, which could therefore be interpreted in a range of ways (Bearman et al., 2021). In that analysis, culture was identified to generally consist of shared understanding of behaviours, values, norms, beliefs, assumptions, attitudes and practices. Conceptualizations within that literature existed along a continuum from a fixed property, to something malleable and changeable. Rather than closely pre-defining culture, a similarly open approach is adopted here to understand how culture has been previously considered and accounted for within assessment designs, through a scoping literature review.

Literature Review Approach

Given the acknowledged emerging focus on culture as an aspect of assessment for inclusion, this literature review aimed to build on a previous literature review study which identified a number of empirical papers about the outcomes of implementing inclusive assessment (Tai et al., 2024). Tai et al. (2024) undertook a formal literature search covering the years 2005 to 2020 to develop a critical literature review, and included thirteen papers for analysis. While many of the papers included in that review had a disability inclusion focus, six studies did focus on issues of language and culture. This scoping review exercise therefore builds upon the previous search strategy and findings with a specific focus on cultural aspects. In alignment with Arksey and O’Malley (2005), the primary goals were to understand the extent of work which has already been undertaken on this topic, and to identify opportunities for further research whilst making the most of what is already known.

Search Strategy

An updated search was run for newer literature from 2020 to 14 February 2025. The search terms used narrowed the field to those which additionally included the word stem ‘cultur*’ in the abstract. The formal search string was: ‘*TI assess* AND AB ('higher education' or university) AND AB cultur* AND AB (minority or equit* or inclusi* or social or disab*)*’ within the ERIC EBSCOHost database. There were 44 search results returned.

Inclusion and exclusion criteria aligned with the criteria outlined in Tai et al. (2024), outlined in Table 1, with the additional criteria that the research should have a main focus on culture or cultural issues with respect to inclusion within assessment in higher education.

Given the small volume of studies, they were screened directly from the database search findings, and subsequently seven were deemed to be

appropriate for full-text review on the basis of title and abstract screening. On full-text review, only three were appropriately focused on considering how assessment could be implemented according to cultural considerations. The other four papers did not offer any findings on assessment implementation that could be used to inform design considerations.

These three papers were added to the existing six papers drawn from Tai et al (2024) which had a focus about cultural inclusion in assessment, to form the basis of the dataset for this scoping exercise.

Data Extraction and Analysis

Bibliographic data, the core focus of each paper, and assessment related findings were extracted into a table. Implications for assessment were then formulated on the basis of the findings for each paper, which are presented in Table 2.

Findings: Scoping Literature Review

The nine papers included in this scoping review covered a range of different higher education contexts: while two had a specific focus of language learning, papers also covered initial and in-service teacher education, science, and business contexts. National contexts comprised South Africa (2), the United Kingdom (2), Malaysia, Japan, the United States of America and Australia. These studies approached assessment predominantly from the perspective of students, with a focus on the implementation of a particular assessment form or design logic which aimed to better support students. Studies focused on culture as an influence in how students from different cultural backgrounds approached assessment, and how culture was valued and represented in assessment. This occurred in several contexts: where the focus was on international students (Gonsalves, 2024; Matheson & Sutcliffe, 2017;

Sedghi & Rushworth, 2017); and in multicultural countries where some cultures had been historically marginalized (Godsell et al., 2024; Steele et al., 2024). Across both of these contexts, some studies focused specifically on language as a cultural resource and indicator of cultural diversity (Dickinson, 2018; Hurst & Mona, 2017; Kaur et al., 2017; Shi, 2018).

Across the included papers, an understanding of culture was predominantly taken for granted. Many highlighted that there were cultural differences, without necessarily specifically defining what 'culture' might comprise, and some chose to focus on language and linguistic differences to represent culture. There were two main ways that assessment design offered opportunities for cultural inclusion: through the acknowledgement of the role that culture plays in assessment; and through forms of assessment that resulted in students themselves being inclusive.

Acknowledging Culture in Assessment

Culture was largely indirectly acknowledged in assessment, with all papers choosing to do this by linking their actions and assessment implementation explicitly to student diversity, rather than to culture specifically. This was done in a number of ways, which can be categorized and interpreted broadly in alignment with principles of Universal Design for Learning (UDL) with respect to offering choices and clarity of communication through different media, despite only two of the papers explicitly mentioning UDL as influencing their approach to assessment (Dickinson, 2018; Steele et al., 2024).

Choice of Topic

Offering students a choice of topic in assessment, either from a predefined list or through negotiation, was seen as a way to engage students in learning that they perceived as relevant to their personal

interests and goals for study. This was argued as a means of valuing what students brought to the assessment, rather than requiring more homogenous responses (Dickinson, 2018; Godsell et al., 2024; Kaur et al., 2017; Matheson & Sutcliffe, 2017).

Choice in Expression

More than just the topic of assessment, some studies additionally offered students choices in how they conveyed or demonstrated their learning and capability on the topic of study. This included having a choice of format of task submission (e.g. written, audiovisual, presentation), which recognized additional capabilities, though there was some need to consider equivalency of formats (Dickinson, 2018; Godsell et al., 2024; Matheson & Sutcliffe, 2017; Steele et al., 2024). Beyond this, two studies even offered the opportunity to undertake assessment tasks incorporating different languages (Hurst & Mona, 2017; Kaur et al., 2017). This was seen to be beneficial in recognizing the diverse backgrounds of students, but also was found to potentially disadvantage those students in subsequent courses where there was no choice of language in assessment.

Making Task Expectations Explicit

Finally, across some studies, there was an assertion that the ‘rules of the game’ in assessment were culturally bound, and therefore students from different cultural backgrounds might have a different understanding of the rules, according to their previous academic experiences. Therefore, making task expectations explicit was argued to be an important aspect of ensuring cultural inclusion. In the reviewed studies, this took the form of instituting and even co-creating explicit rubrics and criteria, as well as offering formative assessment and feedback.

Rubrics and criteria, while useful for unpacking what is required in an assessment task, can often contain jargon and require familiarity with

academic language. For this reason, revision of rubrics to reduce the density of meaning, and offering decoding devices were suggested as helpful ways to improve a shared understanding of the assessment task (Gonsalves, 2024). Collaborative development of the rubric between educators and students could also achieve this, as demonstrated in Kaur et al., (2017).

Opportunities for formative assessment, that is feedback prior to final submission, were also seen as useful to align expectations regarding tasks. This was possible both in portfolio-based work (Dickinson, 2018; Godsell et al., 2024; Matheson & Sutcliffe, 2017) and, more generally, where relationships could be developed between educator and students to offer guidance on developing work (Shi, 2018; Steele et al., 2024).

Intercultural Exchange through Participating in Collaborative Assessment

A broader focus of inclusion was also present in some studies, towards the goal of assessment being an inclusive practice, and the students themselves enacting inclusion. This occurred within collaborative and group work assessment, involving students from different cultures working together on a task and, through this, discovering more about other cultures and reflecting on their own preconceived understandings, and particularly about how collaboration works in intercultural situations. The form of the collaborative work varied, from creative works (Godsell et al., 2024) to more conventional group written assignments and presentations (Kaur et al., 2017; Matheson & Sutcliffe, 2017; Sedghi & Rushworth, 2017). Shi (2018) also suggested that requiring students to work with peers would support students to move away from competitive academic cultures, towards more collaborative ways of being.

Discussion

This paper aimed to respond to the question 'Within assessments which seek to promote inclusion, how has culture been acknowledged and incorporated?' through scoping the literature for existing research on this topic. From the small number of papers identified, it can be seen that assessment for cultural inclusion has been approached from two perspectives: focusing on design choices which offer more equitable and culturally inclusive assessment of student capability, and focusing on design choices which support the development of students' capacity to be inclusive; that is, a focus on assessment as learning. This orientation to cultural inclusion in assessment offers a broader perspective on the goal of assessment, beyond just assuring capabilities.

Existing work on assessment for social justice and inclusion has suggested overarching principles encompassing both the assurance of learning and development of learners. In considering the cultural aspects within inclusion, the findings of this study adds nuance to the contemporary purposes of assessment as learning, and McArthur's advocacy for the potential for change to occur through engaging in assessment that develops people who contribute to society in socially just ways (McArthur, 2016, 2018, 2022). Two specific design principles for cultural inclusion in assessment arise from the ways in which included studies considered and acknowledged culture within inclusive assessment design, which may also be applicable with respect to other forms of inclusion:

1. That assessment tasks should have a future-oriented focus, supporting learners to engage in the production of contextually relevant knowledge and practices; and
2. That assessment tasks should offer opportunities for scaffolded exchange to come to a shared social understanding of diversity.

Beyond overarching design principles, implementing assessment for cultural inclusion should also involve a process of establishing shared expectations about assessment tasks which should be established through dialogue, interaction and reflection on what is valued, and why.

Whilst this might not seem drastically different from existing recommendations for inclusion through assessment which have been highlighted by many authors (including but not limited to Bain, 2023; Kneale & Collings, 2018; McArthur, 2022; Morris et al., 2019; Nieminen, 2022; Tai, 2023; Tai et al., 2023, 2024; Waterfield & West, 2006), this paper contributes to the literature through its specific focus on cultural inclusion. Though undoubtedly many moves towards inclusion are likely to take similar forms or require similar actions (e.g. offering a choice of formats may support both international students and dyslexic students), there may be instances where being culturally inclusive acts counter to other important perspectives on inclusion, for example, oral storytelling may not be so accessible to hearing-impaired [1] [2] students. Culturally inclusive design principles must therefore be balanced along other forms of inclusion, always with the underlying goal to ensure the validity of assessment: that those who have learned and are capable of meeting the learning outcomes, should be able to demonstrate this through the task.

The review of the literature has also established that the question of what we mean by 'culture' in reference to what happens in assessment is yet to be definitively answered. Taking a broad perspective, culture means many things, and is unlikely to be distilled so simply into a suite of binary dimensions (e.g. Hofstede, 1986) that are useful for guiding day-to-day assessment practice. While heuristics might generally help us make sense of the world, we also cannot reduce students to a range of demographic categorizations that institutional systems can offer statistical information about. For example, while we might easily understand there are 'domestic' and 'international' students, local, home, or domestic students might have a range of ethnic, racial, cultural and linguistic backgrounds, especially in countries with high migrant populations. Furthermore, international

students might call countries with very similar, or very different, cultural, social and academic practices their home. But at the same time, while it is very easy to recommend to ‘know your students’, increasing class sizes and time and resource pressures within universities make this also practically difficult. Within a local context, it may be easier to identify what forms of culture are most important to consider when designing assessment, on the basis of which cultures have been most marginalized in that area, guided by institutional and government policies.

The included studies highlighted an important possibility for assessment to foster cultural exchange between students, and therefore support social inclusion in the present and into the future, through engaging in collaborative assessment tasks. Framed in a co-operative and non-competitive way (as per Matheson & Sutcliffe, 2017; Shi, 2018), this aligns with empirical reports of culturally and linguistically diverse students’ preferences for group work as a way to discover and engage with peers (Kelly et al., 2025). Educators therefore have a key role to play in supporting this, and to minimize the friction involved in engaging in collaborative work, expectations should be made explicit, and relevant skills need to be scaffolded (Boud & Bearman, 2024).

Research Gaps

There are many opportunities for future research, given there are a limited number of papers published on the topic of assessment and inclusion more generally (Moriña, 2017; Nieminen et al., 2024; Stentiford & Koutsouris, 2021; Tai et al., 2024), and particularly with respect to cultural inclusion. A priority should be establishing an empirical evidence base for students’ experiences and outcomes: while the existing literature has focused on descriptions of implementation, there has been less evaluation of the impacts of changes to assessment with a goal of inclusion.

Specific approaches to inclusion might also be explored. The implementation of universal design for learning, which recommends a proactive approach to inclusion through design choices (CAST, 2018) was only described in one paper. Similarly, one paper took a decolonization approach (Godsell et al., 2024) which might be particularly helpful in reflecting on what values are privileged in assessment, and why this is the case.

Most of the work has also focused mainly on student perspectives, with less reflection from educators on how this impacted their experience of teaching, and the implications for resourcing higher education. Bespoke implementations with small class sizes are an excellent starting point to pilot assessment. Exploration of how inclusion might work in assessments occurring at scale is also required—from student, educator and institutional perspectives.

Limitations

This paper has several limitations. Firstly, it has been based on a literature review that occurred in two parts; with constrained search terms and databases, it is possible there is further English language literature on cultural inclusion in assessment that has been missed. Additionally, there is likely to be literature in languages beyond English, which the author of this paper would be unable to read and interpret. Thus, the design principles outlined here, whilst grounded in previous work on assessment for inclusion, and derived from a synthesis of the literature, are likely to require testing and refinement.

Conclusion

Diversity, equity and inclusion are important ethical and moral goals for higher education and, in many contexts, are supported by both legislation and institutional policies. However, there is much work to be

done with respect to inclusion in assessment, and building[3] [4] awareness of the multifaceted ways in which inclusion should be instituted. One globally important facet is likely to be culture: higher education is a place of exchange, requiring engagement with complexity. Recognizing student diversity in terms of culture within assessment is important, both for ensuring assessment validity, and supporting aspirations towards a socially just world through the development of graduates who are themselves acting with a goal of inclusion. Assessment for inclusion design principles should act in accordance with these purposes, whilst the implementation requires careful attention and interaction across educators and students to ensure a shared understanding of these purposes. As always, it is ultimately most important to consider what students actually do, beyond what we intend for them (Shuell, 1986): the co-operation of all parties is important to ensure that culture is acknowledged and included within assessment.

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Table 1: Inclusion and Exclusion Criteria

Inclusion criteria	<p>Published after 2015</p> <p>Peer-reviewed journal article</p> <p>Context of higher education, undergraduate or postgraduate</p> <p>Empirical work on student experiences or outcomes relating to classroom assessment (formative or summative)</p> <p>Discusses or considers inclusion and equity, or specific equity groups</p> <p>Discusses or considers culture</p>
Exclusion criteria	<p>Published prior to 2015</p> <p>Published as a report, book or thesis</p> <p>Conceptual work only</p> <p>Contexts other than higher education (e.g. vocational, further, community, compulsory schooling, online short courses)</p> <p>Does not focus on student classroom assessment (e.g. instead deals with selection or admission processes, course evaluation, pathway or bridging program, diagnosis of medical conditions, assessment policies)</p> <p>Inclusion or equity is not a focus</p> <p>Culture is not a focus of investigation or discussion</p>

Table 2: Summary of Included Papers and Assessment Related Findings

Paper details	Context / setting	Focus of research / RQ	Research approach	Findings related to assessment	Implications for assessment
Dickinson (2018)	First year nursing students in a 15-week English as Additional Language writing course Japan	Reports on the 'implementation of UDL-based instruction in an English writing course at a Japanese university'	Universal Design for Learning Guidelines used in design and implementation, questionnaire survey to students in the final lesson	Teacher feedback on activities, and group assignments were perceived as most helpful for improving English writing ability, alongside compiling a portfolio. Students agreed more that a choice of topics for assignments was better.	Supporting learning autonomy in expression and communication in alignment with UDL principles offers opportunities for inclusion, i.e. offering topic choices and formats for expression (e.g. after developing the writing, it could be presented in visual, dramatic, or textual formats).

<p>Godsell, Shabangu & Primrose (2024)</p>	<p>Initial teacher education; history content course on Haitian and French Revolutions Writing intensive course</p>	<p>'To present an experiment, and open a discussion on the decolonisatio n of assessment'</p>	<p>Qualitative case study focusing on student assessment artefacts: Play script, reflective essay, and writing portfolio</p>	<p>Learning- oriented assessment important for learners to make meaning, the playwriting and enactment supported creative demonstration of this</p>	<p>Decolonised assessments are suggested to be humanizing, contextualize d, knowledge producing, and engaging with the affective.</p>
	<p>South Africa</p>		<p>Work from 30/309 students</p>	<p>Reflective portfolio argued to be humanizing, recognizing individuals' thoughts as important, and supported knowledge production, as did the reflective essay</p>	

Gonsalves (2024)	Business school with no mandatory assessment rubric policy United Kingdom	'How does the design and use of assessment rubrics impact international students' engagement with and comprehension of them during the assessment process?'	Participatory research with research assistants who are also international students. Student focus groups with 16 international students across Business, Management, Economics, Accounting, Honours degrees.	Lack of language specificity was problematic—both content related and achievement related; difficult to translate/understand Visual presentation contributed to engagement and interpretation Feedback should be related to the rubric.	Detailed grading criteria need to be supplied while keeping in mind density of text. Supplementary material offered to 'decode' assessment instructions and rubrics could also support learning.
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Hurst and Mona (2017)	<p>Undergraduate students in a first-year level Humanities course</p> <p>South Africa</p>	<p>'analyses the implementation of translanguaging pedagogies in an introductory course' as part of moves to decolonise the curriculum</p>	<p>Combines analysis of lecturer reflections, observation of classroom interactions, assessment submissions and student course evaluations</p>	<p>Responses to assessed weekly learning tasks and assignments were able to be submitted in any language, or a mix of languages—translanguaging. Students used translanguaging less in submissions towards the end of the course, potentially due to learning about concepts in English within the classroom. Students appreciated this option even if it was not taken up by many, saw it as a form of decolonization. However some students reported struggles using English in other courses where translanguaging was not allowed.</p>	<p>Whilst offering course instruction and the opportunity to submit assessments in multiple languages might support inclusion at the entry level, if there is one dominant language used in instruction (and across the university), students will still need to adapt and refine their capability in that language.</p>
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<p>Kaur, Noman and Nordin (2017)</p>	<p>Master of Education students who were in-service teachers in a large public university</p> <p>Malaysia</p>	<p>Aimed to implement inclusive group work assessment in a multi-lingual environment. Research question was 'What were the students' experiences with the new form of assessment?'</p>	<p>Design-based research in four class sections across two semesters</p> <p>Collaborative design of the assessment, including choice of topic and development of rubric.</p> <p>Data collected throughout the process of design, and from student interviews.</p>	<p>Students highlighted need for groups of equivalent language capability and choice of language for the group work task, and format of presentation to demonstrate they had met learning objectives. After rubrics were developed, final assessment scores were derived from within-group, cross-group, and instructor scores.</p> <p>Students experienced a positive learning environment, and developed a sense of relatedness with peers. Supported increased self-esteem, motivation and engagement in the task. Felt the scoring system was fair, but felt the entire process was time-consuming. Still some</p>	<p>More inclusive assessment processes such as collaborative development of tasks and rubrics may take time for students to become accustomed to. Even if the ultimate experience is positive, students may still express discontent with doing things in a less familiar way.</p>
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				difficulties in accommodating differences in language ability	
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Matheson and Sutcliffe (2017)	<p>International postgraduate students studying a Master in International Business Management</p> <p>United Kingdom</p>	<p>To evaluate the impact of implementing a flexible pedagogy approach to the course</p>	<p>Qualitative research design, combined data from focus groups with students at the beginning and after one year of the course, additional four in-depth interviews with students not involved in the focus groups, student feedback questionnaires and reflective essays</p>	<p>Used a variety of assessment methods which encouraged a future-facing orientation. Types of assessments used included portfolio, group work, creation of products (e.g. guide), reflection, blogs, podcasts. These supported group interaction, and encountering and learning about different perspectives from students from varied backgrounds. Activities also designed to support interaction between students beyond the formal curriculum and assessed tasks. Formative tasks and feedback supported students' risk-taking and scaffolded their learning.</p>	<p>Visual, storytelling and portfolio-based work means students could represent more of themselves and their future goals within the tasks.</p>
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Sedghi and Rushworth (2017)	Undergraduate and masters level science students in chemistry & environment	Exploring collaborative group work as a strategy to integrate home/local and international students	Questionnaire to students about their perceptions and experience of culturally mixed and non-mixed group work, after a culturally mixed groupwork experience	Students generally agreed that working in culturally mixed groups would be beneficial, but international students were more likely to try to join mixed groups than local students. All students agreed that tutors should assign mixed groups, and that group assessment was not a problem.	Collaborative groupwork assessment tasks may offer opportunities for cultural inclusion, especially for international students. Such assessments need to be supported and scaffolded with clear expectations about the activity, and a highlighting of the value and purpose of group work.
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Shi (2018)	Students undertaking an English as Second Language course in parallel to their other studies United States of America	'examined U.S. college-level ELs' self-efficacy beliefs, factors contributing to ELs' self-efficacy and persistence, and instructional strategies perceived as effective by these ELs'	Incorporated quantitative survey using the motivated Strategies for Learning Questionnaire, interviews, and focus group discussion	Despite high self-efficacy, participants found final exams stressful and frustrating due to needing to learn the vocabulary and prepare more extensively. Alternate assessment methods and in-class assessment such as presentations were helpful to develop language skills and capabilities across a period of time.	For experienced learners who have moved to a new context, formative assessment can support learning. Moving away from competition for grades to more collaborative classroom assessment including peer evaluation can also support learning autonomy and reduce anxiety. This also acknowledges their expertise drawn from other contexts.
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Steele, Gower & Bogachenko (2024)	Initial Teacher Education, specific program for Indigenous Australians which supports learning within community ('On Country') including regional and remote locations Australia	'How can culturally responsive assessment practices be developed and enacted in First Nations student assessment in a higher education setting?'	Interviews with students (bi-annual where possible), and lecturers (annual) over 3 years of the program	Thematic analysis identified two main aspects: approach to assessment (philosophy) and design of assessment (pragmatics).	Assessment should have explicit requirements, develop and support relationality through extended interaction across time, and offer opportunity to include culturally appropriate content and forms of communication. This could be enacted through treating assessment as being 'for' learning with multiple feedback loops.
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