
Podcast episodes as inclusive assessment

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Context

- Podcast episodes were introduced as a form of inclusive assessment in a final year undergraduate Geography module (GG3010: Global urbanism: sustainable cities and communities) at UCC in 2020/21.
 - This is a diverse class with an average of 120 students coming from a range of academic programmes.
 - The module is part of the transformative [id+ Project](#) in UCC, which provides inclusive education for students with intellectual disabilities.
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Approach

- Students produce an informed podcast episode based on independent research into themes from the module.
 - The assessment was designed following principles of Universal Design for Learning (UDL), especially multiple modes of representation.
 - **Choice** is integral to the design and success of this inclusive assessment.
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Impacts on inclusion



Collaborative peer learning: id+
Project student's collaborative
learning and production of
podcast episode

Photo credit: Catherine McVicker

Impacts on inclusion (contd.)

“I am really thankful for the inclusive aspect of this course. I have never experienced anything like it at my home university. I have found that my teachers were for the most part receptive to my needs as a student with a learning disability, but I have never experienced a class where the overall structure was meant for all learning styles. Because of this, the class was far less daunting and easier to become invested/interested in because I knew all varieties of people had a place in it.”

(Student reflection, 2023/24)

Reflections

A combination of factors makes this assessment meaningful for all students:

- a structured assessment task with clear and detailed guidelines;
 - use of oral/aural methods;
 - independent research and new knowledge construction;
 - high degree of choice and creativity (encouraging intrinsic motivation), including options for peer collaborations;
 - development of new skills, especially diverse communication of knowledge.
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