

## **Inclusive Formative Assessment Practices in Action (IFAP project): Enabling all students to succeed in the post-Covid-19 era**

The current study explored the use of formative assessment strategies such as peer assessment (PA) and self-assessment (SA) as inclusive formative assessment methods that promote learning with undergraduate students at London Metropolitan University. This project, which received a rescaling fund, aimed to enhance students' writing performance and attitudes towards writing and learning in Business and Management Education. Inclusive assessment refers to an approach to assessment and learning in terms of which individual learners' needs, differences and tastes are taken into consideration, as far as possible, to ensure that all students have an opportunity to succeed. It focuses on students' strengths without highlighting their weaknesses with the aim of unravelling areas for improvement and supporting students throughout this process. As lecturers welcome extremely diverse cohorts nowadays, HEI are increasingly concerned about adopting inclusive teaching and assessment practices to cater for the needs of multilingual and multicultural students among other students i.e., low-achieving, learners with learning difficulties. Lecturers are expected to support these learners who should work together and succeed first in their academic contexts and later in an increasingly complex workplace which has high expectations from individuals who wish to find career-enhancing positions and succeed in their professional lives.

The aim of the current study was to empower all students, including multilingual and low-achieving students, to achieve their full potential and ensure that their voices can be heard. In terms of this year-long project, almost 200 L4 GSBL students were trained and then encouraged to use peer assessment and self-assessment for one semester in terms of one module to develop students' writing and professional skills, i.e., teamwork, self-regulation, and problem-solving. The researcher collected pre- and post-tests (reports) and explored any improvement in students' writing performance by comparing marks (20% Cohen's  $d$  was .5 -moderately significant improvement) and by analysing students' texts taking into consideration indicators of writing quality. She also used a self-reflective report, focus group discussions and students' anonymous feedback via Mentimeter to explore students' overall attitudes towards the scheme.

Preliminary findings indicated that the use of IFAP can improve students' learning experience by improving their writing performance and promoting research-informed teaching and learning that caters for all learners' needs. Moreover, it fosters inclusion of the increasingly diverse student cohorts, develops students' academic, and professional skills, and innovates as it improves students' motivation towards writing and learning in tertiary education.

The current study, which aligns perfectly with the university and the GSBL's strategic aims, promotes the creation of learning communities among students, fostering tolerance and enhancing student collaboration outside the university. It successfully provides additional learning opportunities for students, and facilitates student transition from secondary to tertiary education as it places an emphasis on feedforward rather than feedback. Finally, it manages to enhance student participation in their own learning as students are agents of change for themselves and for others as well.

To sum up, this study promoted the Education for Social Justice and Sustainable Development Framework and explored the beneficial impact of inclusive modern educational assessment practices on student outcomes and overall experience. In the future, a wider implementation of the IFAP in Action scheme aims to increase student recruitment, improve student retention, and promote London Met as an international centre of inclusive sustainable research-informed teaching, learning and assessment.