

Onotologies for Inclusivity:
Cool Curricula,
Sidelining Shibboleths and
Being a Bit *Brave*

HUH? Maybe LF can help...

- Flexibility of delivery/assessment
- Collaboration and co-creation
- Global engagement and entrepreneurialism
- Inclusivity/equity
- Attributes: how do we want graduates to *be*?
- *We really like* Learning Futures!

The Backstory

- Boud (1995, 37): assessment for learning must focus on LOs, ‘no matter how they are achieved’
- Irwin and Hepplestone (2012), more cautious
- Pacharn *et al* (2013) flexible assessment from flexible and inclusive course ontologies
- This is where the *bravery* comes in:
- “Why are we making *all* students do *that*?”

Curriculum Design is Political!

- BACM: punk ethos to reclaim the c-word
- Anecdote from elsewhere: “We’ve got two degrees: ‘Music’, and if you don’t like that sort of thing, ‘*Popular Music*’”
- Shibboleths worth sidelining:
 - the Canon: ‘technique’; The *Beatles*
 - can’t you read dots?
 - *you must do that* assessment...

Inclusivity *means* inclusivity

- Flexibility: P-cores and folios
- Collab: Cluster Collab
- Co-creation: Conference Paper
- Global: CV & Global Mkts
- GAs ← PAs
- GAs ← Course LOs ← Level LOs ← MLOs
- Focus on the *journey* (Esslin-Peard 2017)

Results

- *Person A*: Cluster Collab (L5)
- *Person B*: Performing Identity (L5)
- *Person C*: Reading Audiences (L4)

GENERALLY:

- 'Alt. assessments' built into course fabric
- What do the *students* want to learn?
- 2010 Disability Act fulfilled sans cost/palaver
- Satisfied students! (eg L4 SES results)

Researchers Cited 1 of 2

Boud, D. 1995. 'Assessment and learning: contradictory or complementary?' In *Assessment for Learning in Higher Education*, ed. P. Knight, 35-48. London: Kogan Page.

Esslin-Peard, M. 2017. 'Through the looking-glass: a study of the role of reflection in the musical development of popular music undergraduates at the University of Liverpool'. *Journal of Popular Music Education* 1/1 (2017), 83-100.

Researchers Cited 2 of 2

Irwin, B. and Hepplestone, S. 2012. 'Examining increased flexibility in assessment formats'. *Assessment & Evaluation in Higher Education* 37/7 (Nov 2012), 773-785.

Pacharn, P., Bay, D. and Felton, S. 2013 'The Impact of a Flexible Assessment System on Students' Motivation, Performance and Attitude'. *Accounting Education*, 22/2 (2013), 147-167.