

# UNIVERSITY OF WESTMINSTER



STUDENTS AS  
CO-CREATORS



**Use of student-led workshops as an authentic and innovative approach to teaching, learning and assessment: enhancing curriculum design and diversifying our approach to assessment**

**Academic partner: Stephen Bunbury**

**Student partners: Katie George, Samiya Asad-Zaman**

**Facilitators: Dr Sylvie Bacquet and Dr Adam Tanner**

# Table of Contents

**1**

**Executive  
Summary**

**2**

**Background and  
Research  
Questions**

**3**

**Project Aims**

**4**

**Method**

**5**

**Results and  
Discussion**

**6**

**Conclusions and  
Recommendations**

**7**

**Appendix A**

# 1. Executive summary

As the University's Education Strategy 2020-2023 now focuses on adopting authenticity in their approach to assessment, as a group we thought it was important to understand what this really meant in practice on a module that has used student-led workshops as an assessment vehicle for many years. In addition, the LLB team thought it was the appropriate time to review the variety of assessments in the Law School on the LLB Qualifying Law Degree as the University moves towards authentic means of assessing students. The project brings together 'a correlation between exposure to authentic assessments techniques and improved general academic performance.'<sup>1</sup> Through two focus groups, the facilitators were able to gain feedback and a deep understanding from students in relation to enhancing curriculum design and diversifying our approach to assessments. The findings provided data and insights to use in future iterations of the module and share good and best practice across the University. The project has used the student voice and reliable data from student co-creator partners enrolled on the module this academic year (2021/22).

The focus groups provided the team with an insight into the student experience on the module in terms of teaching and learning. Our primary research questions focused on authentic assessment, equality, diversity and inclusion (EDI). However, it must be noted that although students did not refer to the term authentic during phase 1 or 2, it was clear that they thought it was an example of authentic assessment once it was explained to them. Students related their experience of the assessment to legal practice and the role of barristers and solicitors. They highlighted that the skills acquired are the skills required in 'real life' as a legal practitioner. Students concluded that although this assessment is an assessment vehicle on a module that covers disability discrimination, their perception of the assessment itself did not address issues that some disabled students encounter. For example, difficulties with oral assessments, speech impairments and generally public speaking. The team concluded that students were not aware of alternative arrangements for those students with declared disabilities. This is something we will continue to work on to raise awareness by highlighting how this type of assessment aims to address EDI in terms of disability. Students also felt that the module did not generally address EDI issues. However, students highlighted that they could work on something that was personal to them. It is clear from the recommendations that this is something that requires further work. Students clearly benefit from the assessment from an EDI perspective as the findings demonstrated they focused on topics that personally had an impact on them. For example, one student focused on hate crime and disability because of their experience dealing with it in their personal life.

---

<sup>1</sup> Charles Wild and Daniel Berger 'Get real: using authentic assessment techniques to improve law degree academic performance' (2nd Teaching and Education Conference Florence September 2015) available from: [https://uhra.herts.ac.uk/bitstream/handle/2299/16953/Get Real Berger and Wild 16 09 15. pdf?sequence=2](https://uhra.herts.ac.uk/bitstream/handle/2299/16953/Get%20Real%20Berger%20and%20Wild%2016%2009%2015.pdf?sequence=2) accessed 24 March 2022

# 2. Background and Research Questions

This learning and teaching research collaboration allowed student partners and staff from Westminster Law School to conduct research and provide opportunities to enhance learning and teaching at the University of Westminster. Our Law School is diverse in that the '...majority is of second or third generation Asian and Black<sup>2</sup> ethnic origin, from inner city London families, often the first ones in their family to attend university; and we also have a minority of white working and middle-class students<sup>3</sup>.

The funding awarded gave us the opportunity to partner with students to address the needs of our students that sometimes find it difficult to excel in traditional types of assessment. The project focused on the summative student-led workshops component on the LLB Disability Law Level 6 elective module which is part of the LLB Qualifying Law Degree. Disability Law is the only module in the Law School to use student-led workshops as a summative form of assessment, hence one of the reasons to explore this further. It must be noted that although student-led workshops are not used as an assessment vehicle widely in the Law School, other modules in the Law School assess students by way of a traditional presentation.

The module is assessed by the student(s) leading a workshop on a topic of their choice within the area of Disability Law.

The student-led workshops contribute to 40% of the overall module mark. In addition, students are also required as part of the summative assessment to submit an essay consisting of 4,000 words which is weighted at 55% of the overall module mark. The remaining 5% of the overall module mark is a synoptic reflective assessment of their three years journey at the University of Westminster. Students are required to attempt all parts of the assessment to pass.

## Assessment criteria for the Workshop (40% for students studying the 40-credit module)

- **A coherent structure to the planning of the session with submission of a plan (LO1)**
- **Ability to lead the session and engage with the other participants and the ability to work in groups as a participant contributing effectively to the group's task and facilitating the achievement of the sessions aims (LO1 and 5)**
- **Use of media or innovative methods of presentation within the session to effectively explain and analyse the subject matter (LO2 and LO5)**
- **Present knowledge or an argument orally in a way which is comprehensible to others (LO5)**
- **Depth and breadth of research supporting the sessions aims (LO4)**

<sup>2</sup> Although Black students constitute a small minority in the Law School

<sup>3</sup> Stephen Bunbury and Andreas Philippopoulos-Mihalopoulos 'The Law School Degree Show: law, materiality, decolonisation and authentic assessment' [2022] (unpublished article)

The project contains detailed findings of interviews with students who were enrolled on the Disability Law module during the academic year of 2021/22. Students were asked questions about the student-led workshop elements which consists of a 60-75 minutes workshop. Students can choose to work in a group or deliver their workshop solo.

The purpose of this project was to assist in identifying issues with assessment practices and identify solutions to enhance curriculum design.



The review sought to identify whether workshops as an authentic method of assessment allow students to excel compared to other traditional types of assessment. It has been noted from a socio-cultural perspective that authentic assessments encourages students to engage with their peers and wider community.<sup>4</sup> In addition, students ‘... perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.’<sup>5</sup> Student-led workshops encourages the use of essential knowledge and skills which students apply throughout their assessment. In some respects, student-led workshops have challenged well established assumptions about authenticity in that it has equipped students to deliver workshops based on their experiences in a manner on what has been learned which resonates with their personal experiences.<sup>6</sup> The assessment has enabled students to develop essential skills for their professional life and gain a deeper understanding of the application of the law. Although Newmann and Archbald originally developed the term ‘authentic’ it has been redefined over the years to focus on ‘...the quality and utility of assessment...and the extent to which the outcomes measured represent appropriate, meaningful, significant, and worthwhile forms of human accomplishment...’<sup>7</sup> Interestingly student-led workshops focus on constructing meaning from tasks students have been set which mirrors the current literature.<sup>8</sup>

---

<sup>4</sup> James Fox and others ‘“Keeping it real” A review of the benefits, challenges and steps towards implementing authentic assessment’ [2017] 9:3 All Ireland Journal of Higher Education 2

<sup>5</sup> James Fox and others ‘“Keeping it real” A review of the benefits, challenges and steps towards implementing authentic assessment’ [2017] 9:3 All Ireland Journal of Higher Education 2

<sup>6</sup> Beatrice Acevedo (2020) ‘Ideas for decolonising the curriculum in teaching and learning: A personal reflection.’ (Anglia Learning and Teaching, 10 July 2020)

<<https://aru.ac.uk/blogs/decolonising-the-curriculum>> accessed 23 March 2022

<sup>7</sup> J. Joy Cumming & Graham S. Maxwell ‘Contextualising Authentic Assessment’ [1999] *Assessment in Education: Principles, Policy & Practice*, 6:2 177

<sup>8</sup> Biggs and Tang (2007) have interestingly highlighted that effective learning takes place when students construct meaning from the task they have been set. Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university* (3rd ed.). Oxford, England: Oxford University Press (Society for Research into Higher Education)

The team explored whether the assessment allows students to take control of their learning by swapping roles. The collaboration was regarded as crucial as students on the module usually achieve higher marks in the workshop component. We wanted to find out whether this type of assessment allowed students to develop their skills that have not been utilised in other assessments. For example, creativity, planning, group work and bringing their authentic selves into the assessment.

The team wanted to explore the answers to the following questions:

**What is the relevance of decolonisation of the curriculum in the context of authentic assessments?**

**How important is inclusivity and equality in terms of diversity in terms of students swapping roles with the lecturer as part of their assessment?**

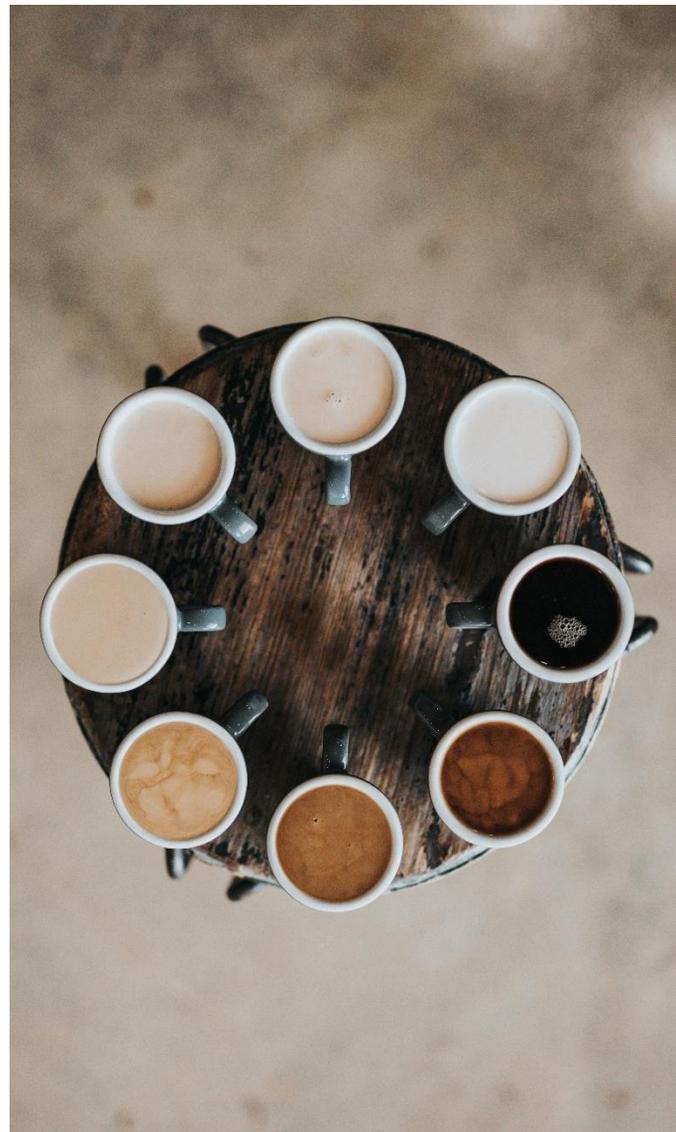
**What makes student-led workshops an example of an authentic assessment?**

**Do workshops allow students to excel in comparison to traditional modes of summative assessment?**

# 3. Project Aims

The findings in this study will attempt to add to the effort to decolonise the curriculum \...broadly understood as the institutional attempt to redress disadvantages related to race and ethnicity through action incorporated in current curricula<sup>9</sup> by reviewing the assessments we adopt in our modules across the LLB Undergraduate Law Degree and beyond. The workshop results were compared to the essay component of the module.

The project seeks to find out whether this type of assessment can be adopted throughout the Law School and other disciplines.. It was designed to inform the University of different assessment practices and impact it has on the student experience by diversifying assessment practices. It has also drawn on best practice, authentic assessment and innovation where student swap roles and facilitate a workshop as part of their summative assessment for the module.



---

<sup>9</sup> Bunbury, S and Philippopoulos-Mihalopoulos, 'The Law School Degree Show: law, materiality, decolonisation and authentic assessment (forthcoming). See the very useful Decolonising SOAS Working Group, "Decolonising SOAS: Learning and Teaching Toolkit for Programme and Module Convenors" (May 2018) <<https://blogs.soas.ac.uk/decolonisingsoas/files/2018/10/Decolonising-SOAS-Learning-and-Teaching-Toolkit-AB.pdf>> accessed 1 February 2022

# 4. Method

This academic year, the module recruited six students. A call was sent out to students via email to participate. Out of the six students enrolled two students agreed to take part in the student co-creators project. In order to achieve the aims and answer the questions set, students, staff and specialised facilitators (internal and external) worked together as a team to identify general themes. Students were encouraged to discuss whether the skills developed in their workshops prevented them from performing well in other modules studied across the LLB Undergraduate Degree Programme (Levels 4-6).

There were three phases:

1

Brainstorming with the students: identification of the problems with the type of assessments they have undertaken. Students reviewed feedback from previous assessments and compared it with the feedback and marks they receive for their workshops. This was hosted by an internal specialist facilitator. A brainstorming session was carried out with each student. The aims of the project were explained to the student with particular emphasis on authenticity and inclusion. The facilitator then asked the student to share thoughts on the workshop. The facilitator prompted the student when they felt that a particular theme was directly relevant to the project and merited to be explored in more depth. The discussion was unstructured as the aim was to identify themes which could then be taken forward in Phase 2.

2

Focus groups and interviews involved taking key themes from Phase 1. These themes were explored further in Phase 2 hosted by an external specialist facilitator. Each interview was around 45 - 60 minutes long and focused on expanding the themes identified as part of the Phase 1 report.

3

The Recommendation Report (using the discussions from Phase 1 and Phase 2) was drafted by the team outlining key actions for the Law School and beyond, including Centre for Education and Teaching Innovation (CETI) with a focus on producing materials/toolkit designed to assist academic and professional staff in adopting authentic assessments in an attempt to decolonise the curriculum. The report was uploaded to the CETI site as a resource, and it is hoped that this will be disseminated across the University and used as content for a series of workshops delivered by CETI.

# 5. Results and Discussion

The data provided and insights from the findings will be used for future iterations. This will in turn enhance curriculum design and contribute to the University's overall EDI agenda and strategy.<sup>10</sup> The data has been gathered from two students enrolled on the module this academic year (2021/22). Where there is an issue with the assessment and syllabus, solutions have been developed to address and enhance the curriculum.



---

<sup>10</sup> Available from: <https://www.westminster.ac.uk/sites/default/public-files/general-documents/Equality-Diversity-and-Inclusion-Policy-and-Strategy.pdf>; date accessed 25 July 2022

## Why Disability Law?

Students noted that there were several reasons for choosing the module. One of the main reasons highlighted was academic freedom. Participants concluded that students enjoy talking and presenting. In addition, students highlighted that being allowed to choose your topic enhances their experience in that it is 'Fun – you are leading a class – no limitations'. Students reported that they enjoyed having to plan activities as it allowed students to bring in their own personal experience of the law. Each student discussed how they were attracted to the Disability Law module for a variety of reasons, both academic and personal.

**One student said that the workshop was a “fun, new kind of way to do things. It's like a shift from the same old stuff you do on the law degree which is just usually essays”.**

**Another student similarly said that she had a personal attachment to disability law due to a family member who is disabled and said that “not many uni's offer a disability law module, and that's just wrong. But I guess that just correlates with society as a whole right... society doesn't pay attention to disabilities so why would uni? My experiences pushed me and I thought no I know what I want to do and it's definitely something disability law related.”**

It was refreshing to learn that as Disability law is not offered in many places, it was one of the main reasons that really had drawn the student to study at the University of Westminster above all other places.



## Nature of the assessment

The nature of the assessment (workshops) appealed to students who chose the module. The module appealed to students because of the different format of assessment. Students reported that the assessment was 'Different, exciting, enjoyable, flexible, competitive, fun'. 'It was so nice to speak and put into practice what I had researched'. They highlighted that law is mainly assessed by way of essays and concluded that the student-led workshop component was refreshing as it was a different kind of assessment which made the student experience enjoyable. One student said they enjoyed the workshop style as it was more "fun" and because they were "more into it and enjoying it" they found that they were likely to do better in the module and gain better grades, as they were likely to want to do the work. This is certainly true from the current and past module data. When asked if they thought workshops lend themselves well to law degrees, which are traditionally more essay-based assessments, the students unanimously agreed that it fits in well. "Oh of course, I mean you get new skills out of it in and of itself, you learn all the stuff you need to learn but it's more like real life than just writing an essay", said one student.

Another student said that the nature of the assessment "is just kinda like what barristers and solicitors do every day, they talk for a living so presenting like this, it's kinda more realistic than an essay". This clearly demonstrated the authentic nature of the assessment. She continued that she found it a chance to "speak about what I know and what I've learnt because whenever I'm like, constrained to an essay I always wish that I'm able to talk about it and express all these million things I know and have learnt".

When asked about the structure of the assessment and the guidance they were provided with, they each agreed that the openness of the structure was beneficial as it allowed them more freedom. However, one student said that the assignment was "very vague and could sort of lead you to drifting off course a little bit if you weren't all too careful". However, students reported that they felt free to follow their own structure rather than a prescriptive one. As a whole, participants feedback was mixed at best, they thought it was good but suggested that they would have liked much more refined guidance.

**'Different, exciting, enjoyable, flexible, competitive, fun'.**

**'It was so nice to speak and put into practice what I had researched'.**

**"[It] is just kinda like what barristers and solicitors do every day, they talk for a living so presenting like this, it's kinda more realistic than an essay".**

## Stress and pressure

Students described preparing for the workshop as less stressful and easier than an essay as the research phase was less burdensome for them. The assessment felt more practical, and students really enjoyed this aspect as well as having to plan activities. This highlighted the authentic nature of the assessment in that students were able to apply useful skills and developed them in the assessment. This is a skill that is often utilised in real life and is a skill that is continually used in professional practice whether that be in a legal or non-legal setting. One student said that she "enjoyed planning for it because I got so passionate about the topic and wanting to engage the class so I didn't really feel the pressure on my back to... perform. I just felt like I was able to go and show what I knew and sort of give myself a pat on the back".

However, both students recognised that this kind of assessment is not for everyone and could potentially lead to some people feeling incredibly anxious. One student said "I know at least one of my friends who was having sleepless nights just so scared of having to stand up in front of the class in case they made themselves look stupid. So yeah I don't think it's universally loved by any stretch, if you're a... anxious or nervous person or like maybe you don't speak English too well or you're... self-conscious about your accent or looks or whatever, then it can maybe be a detriment."



## Less academic

Students commented on their perception of the difficulty of the assessment. Students believed the assessment to be 'less academic' as there was less writing required and not so much focus on the structure in comparison to an essay. Students acknowledged the need to be able to construct an essay in relation to future employment but very much prefer presentations and workshops as this is what they may have to do in the workplace. The facilitator noted this but questioned the extent as to which this is true in all types of employment or professional practice.



## Reversed roles

The student and lecturer relationship was highlighted as an important feature of the assessment in that the student and lecturer relationship often places the lecturer in the facilitator role in terms of imparting knowledge or facilitating the session. However, this type of assessment reversed roles where the student was the facilitator. Students reported that they now realise how difficult it can be to engage a group of students, but it is rewarding for the presenter(s) when the audience reacts positively, and it can give them a sense of pride. It could however be an issue for those who may not be confident to engage in a module which places emphasis on public speaking. However, it much be noted that it is an elective module, not a core module. The facilitator and students noted that students do not have to pick the module as it is an elective module not a core module. Students highlighted that the workshops create a competitive environment which can add extra motivation, sense of pride, students wanting to do well, which in turn improves the overall student experience. During Phase 1, the facilitator noted that this is also the case with assessed presentations used in the Law School. Employability skills and authenticity was highlighted as a strength and positively received by students in terms of assessment design.

Students felt that public speaking was beneficial for gaining transferable skills in terms of using these skills for those who were seeking to become practising lawyers. Students stated that public speaking as a skill was useful in professional life. In addition, the ability to use a variety of technology was seen as a positive feature of the assessment. One student expressed that it was “tiring” and that she didn’t expect it to be quite so strenuous as it is to keep a classroom engaged for a long period of time, but that she found it “advantageous...because as lawyers that’s sort of the job, to keep people engaged and be able to speak freely to an audience”. This again highlights the authentic elements of the assessment. Another student expressed that she “now see[s] the work that goes into giving lectures and seminars and what lecturers have to go through, it’s kind of a lot and you think they just stand up and go”. It is evident that the skills developed in the assessment highlights that student-led workshops are beneficial for those seeking an academic career as well as those seeking a legal career.

## Equality Diversity and Inclusion (EDI)

According to the participants, the student-led workshop does not necessarily promote inclusion in comparison to an essay. Students believe that the University is very inclusive anyway. The workshop can be an issue for students with anxiety or students with a disability such as a speech impairment, mobility issue or visual impairment. Neither student believed that this form of assessment had any additional benefit in promoting diversity and inclusion. In fact, one student said "it's kind of ironic that a disability law module could actually detriment people with hidden disabilities... people with anxiety or a speech impediment could be kind of excluded or made to feel different or like put in an awkward situation having to give a workshop... like 30 minutes is a long time to be speaking, especially if you have some kind of issue".

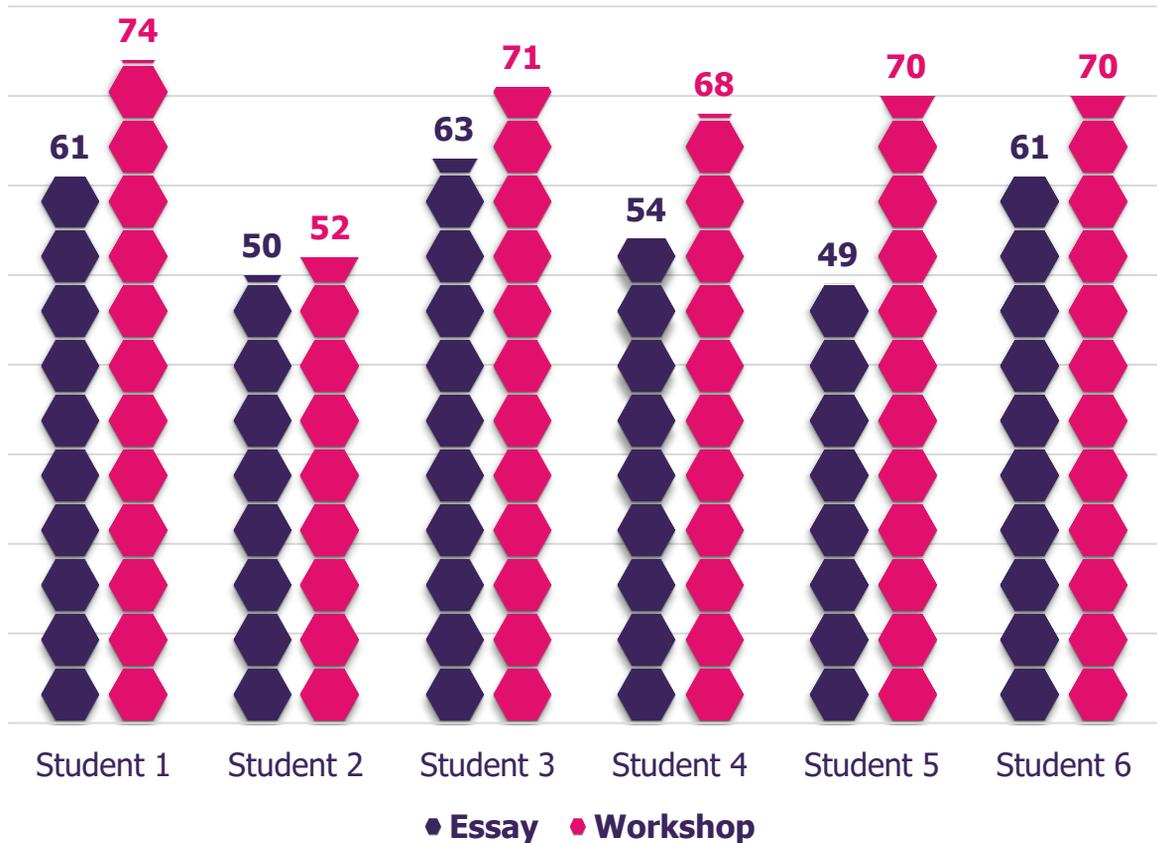
Another student said "those who are making the decision may think that it's more inclusive but I'd feel targeted if I was disabled or had like a speech issue". They continued to add that for students with English as a second language it could be "traumatising if people were to like mock their accent. Something small like not being able to pronounce something could be really embarrassing for them". It must be noted that the University does offer alternative assessment methods for those students who have a declared disability. Students believed traditional essays to be more inclusive than student-led workshops for students with disabilities, and therefore suggested that the student-led workshop component will appeal to those types of students. Students stressed the importance of keeping a variety of assessments such as exams, essays, presentations and student-led workshops to address inclusion in an attempt to decolonise the curriculum.



## Learning outcomes and student performance

A student's perception of the student-led workshop was that it was 'easy'. "Oh yeah people definitely chose it [the module] because it was kinda like an 'easy' grade. Even though you do have to work at it, the non-essay modules are always easier for some reason".

### Essay marks v workshop marks 2021/22



It is clear from the graph that students perform better in the workshop element. Both students felt that they were "ticking boxes" in just trying to achieve the learning outcomes. One said, however, that the learning outcomes were "very vague" and so "you think you're hitting them but you don't really have much of a clue until the grade comes in".

## Technology enhanced learning

The use of different technology was identified during the project. One student said "yeah I mean we have the ability to use different software if we want but I don't know, what's the point in just creating a 30 minute slideshow so everyone's looking at that bored than actually using the time to bring people into like a chat, a conversation, about the topic". Another student said "no I don't think technologically wise [sic] we had like some great benefit, it was an option but I don't know why it would have benefited me."

# 6. Conclusions and Recommendations

Student-led workshops allowed students to conduct empirical research albeit this would be on a small scale. Students felt able to relate their experiences to their choice of topic. This would enable them to construct their own meaning from the task set. This is in line with the current literature on authentic assessment. The facilitator noted that because of the nature of the assessment, students are also less likely to cheat in an oral assessment such as a workshop or presentation. The ability to explain the material to the audience usually means students have to understand it themselves, whereas in an essay they are more likely to copy or attempt to paraphrase material that they do not necessarily understand. Student-led workshops allow students to bring in their own personal experience of the law. This adds another dimension to the assessment in that it reaches students who perhaps have declared disabilities or have experience dealing with a family member or friend with a disability. It was interesting to note student partners ultimately believed that there was no added benefit from an EDI stand-point than that already offered by exams and essay-based modules. This is something that requires explanation in the module proforma and throughout the module to enable students appreciate the EDI context in terms of assessment practices. This will contribute to the University's attempt to decolonise the curriculum.

Like the findings in Phase 1, students found that they were getting better grades on this module compared to their other Level 6 elective modules. Students also expressed that they, or people they knew, chose the module solely based on that factor. The data gathered showed Disability Law was the highest module mark out of their electives at Level 6 for three students.

Students agreed that the assessment was less stressful than other modules, specifically core modules which relied on purely essay and exam-based assessments. Both students expressed how much they enjoyed being put on the spot of having to take control of a class for a 30-minute period. When asked if they thought workshops lend themselves well to law degrees, which are traditionally more essay-based degrees, the students unanimously agreed that it fitted in well. It is clear that this type of assessment should be retained, as students find them beneficial to their working or professional life. This in turn enhances their employability skills; both academically and for those wishing to become practising lawyers.

Students described the overall experience as less stressful and easier to prepare than an essay as the research phase was less burdensome for them. The assessment felt more practical, and students really enjoyed this aspect as well as having to plan activities. They felt free to follow their own structure rather than a prescriptive one. Students felt less constrained by academic conventions (footnotes, bibliography, paragraphs etc.) This resulted in a 'less stressful' experience in comparison to writing a paper.

Students acknowledged the need to produce an essay for future employment but very much prefer presentations and workshops. In terms of performance students performed better in this component compared with the essay. One of the facilitators noted that although this may be positive, grades can be inflated for this type of assessment and there might be concerns that it does not reflect the true ability of the student especially if student-led workshops are used as a sole assessment. Such a concern addressed the need to incorporate a written element in the assessment, such as a briefing paper or essay.

It is clear from the findings that student-led workshops offered a lot more freedom and choice for students taking the Disability Law module. Students reported that there were no limits and no right or wrong way to do it. Students felt that the only limitation was the learning outcomes as they were broad. Not only do students perform better but the findings from this project and feedback provide clear evidence that this type of assessment improves the overall student experience and provides students with skills they can use beyond University in their professional life. It also confirms that authentic assessment is extremely beneficial as an assessment vehicle. Adopting this across the University will equip students in employment as it will allow students to develop transferable skills that can be used beyond University.

It must be noted that although the main aim of the focus groups was on student-led workshop, students acknowledged that having two types of main assessments (the essay and student-led workshops) was beneficial to them, as it allowed different students to excel in different types of assessments. It is recommended to retain a written part if we are to implement this in other modules and University wide.

# 7. Appendix A

## Disability Law Module Questions

### Why this module

- Firstly, why was it that you chose the disability law module? What attracted you to this?

### Nature of the assessment

- How do you find the form of assessment, being a workshop, in comparison to more traditional essay style assessments?
- Do you feel that this sort of assessment lends itself well to law?
- Do you think that you are required to know the material more or less than if it were to be a traditional assessment?
- Do you think that the openness of the assessment is a good or bad thing? Would you have a more structured form of assessment, i.e a guide as to what is to be included?

### Academic freedom

- Do you feel that this kind of assessment allows you to bring in your own experiences and other strengths not seen in a written exam?

### Stress and pressure

- Do you feel that this form of assessment puts more or less pressure on you to deliver?
- Do you think that this was less rigid? And if so is that a good or bad thing?
- Should assessments be objective so as to make sure that marking is equal across the board and not subjective?

## **Reversed Roles**

- **Did you enjoy taking on the role of leading a class?**
- **Do you think that this kind of assessment may disadvantage those who are not as confident in the public speaking?**

## **Employability**

- **What transferable skills do you think, if any, you gained from this assessment model?**

## **Grades**

- **Do you think the grades for this module are reflective of other, essay-based, modules?**
- **Do you think people may take the module as they believe it's an easier grade?**

## **Technology**

- **Would you consider this kind of assessment to be more modern? I.e do you think it takes into account the ability to use technology and present work in a more modern fashion**

## **Equality, Diversity and Inclusion**

- **Do you think workshops are more inclusive than traditional assessments?**
- **Do you think that perhaps those from backgrounds whose written English may not be as strong could feel more included with this kind of assessment?**
- **Would this have a negative impact on students who have anxiety, speech issues of English as a second language?**