



## HELPING STUDENTS WITH HIDDEN BURDENS

Many might think of deadlines and assessments as fair for all students, non-discriminating, and integral to how we assess them. Yet this is not always true as many students have 'hidden burdens' which stop them from fully participating in college (both academically and socially). There is much room to improve accessibility and inclusion for these students.

### IMPROVING DEADLINES

### ONLINE EXAMS

- Consider your students' overall workload
- Don't just base it on how long the assessment 'should' take to do
- Give students flexibility if the deadline isn't based on a learning outcome
- Encourage students to reach out to you if they have an issue
- Offer the chance for students to give feedback in a meaningful way, and do your best to implement it



- Give students more time to complete your exam
- Consider alternative assessments for students
- Talk to your students about what works for them in terms of format
- Always remember, not every student has the environment to sit an exam in the 'traditional' manner



### WHY?

- Some students have 'hidden burdens' that can be hard to work around, such as
  - Childcare responsibilities
  - Part-time work
- Tight deadlines may be seen as a "motivation" but can cause unnecessary stress and can leave the student prioritising just 'getting the work done' over doing good work
- Flexibility and more time (where practical) shouldn't impact the academic integrity of exams or assignments



By actively listening to student needs and feedback, we can work together to make college more accessible and inclusive!