

# Enhancing Inclusivity and Engagement in Economics Education through Co-Created Assessments: A Case Study from University College Cork

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## Abstract

**Purpose:** This study investigates the application of co-created assessments in an introductory economics course at University College Cork, Ireland. The aim is to address the diverse needs of the first-year students. By integrating co-created assessments, the research promotes an inclusive, equitable learning environment that respects to the varied backgrounds and learning styles of students.

**Methodology:** A qualitative and quantitative research methodology was adopted, encompassing initial student feedback collection via Socrative polls, collaborative assessment design processes, and the implementation of diverse assessment formats. The study evaluates the effectiveness of these methodologies through student engagement metrics, academic performance data, and qualitative feedback.

**Findings:** The findings reveal significant improvements in student engagement and participation, increased flexibility and diversification of assessment methods, and enhanced fairness and depth in learning. Notably, the study indicates that co-created assessments, including video assignments and critique-based tasks, substantially improve academic outcomes and critical thinking abilities. **Implications:** The research highlights the necessity of adaptive and inclusive assessment strategies in accommodating the diverse learning needs of students. It highlights the potential for co-created assessments to transform educational practices, emphasising the importance of student involvement in the design of their learning experiences.

**Value:** This study contributes to the pedagogical literature by providing a successful model of co-created assessments within the field of economics education. It offers valuable insights for educators and policymakers looking to enhance inclusivity and engagement through participatory assessment practices.

**Keywords:** Co-Created Assessments; Learner Diversity; Inclusive Education; Economics Education; Student Engagement