

EVALUATION OF GRAPHIC REPRESENTATIONS AS SUPPORT FOR EXAMINATION TASKS FOR STUDENTS AFFILIATED WITH THE INCLUSION UNIT

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Dear Professors, as regards the graphic representations of knowledge (such as maps, diagrams, and forms) that some students may request as support during exams, we would like to share with you a few hints and tips to coordinate the initial evaluation by the Inclusion Unit with your final decision on whether they are appropriate or not.

The purpose of the graphic representations is primarily to organize and visually represent the structure of knowledge. During assessment, such representations can be helpful when students have to carry out a production task (e.g. an answer to an oral exam or a written composition), helping them to regain an overview that allows structuring a discourse in written or oral form.

As students have the right to use these tools during exams, we believe it is important that the graphic representations are: concise (e.g., no more than 10 pages), schematic (including key words, images, symbols, formulas, etc.), comprising only the essential information, avoiding unnecessary details. Specifically, they should not contain answers to exam questions.

It is important to note that the Inclusion Unit organizes regular training workshops for students to share best practices for creating such tools, both as a study strategy and as support for exams. Below is the procedure for exam accommodations:

- Students must complete the request for customized exams through the online procedure at least 15 days before the exam date, attaching the produced graphic representations.
- The Inclusion Unit will evaluate the formal characteristics (e.g., number of pages, use of keywords rather than long sentences or paragraphs) and will send feedback to the professor (and the student in copy) regarding the conformity of the submitted tool.
- Based on the characteristics of the exam, the professor will assess the content of the proposed representations and decide whether the student can use them during the exam.
- The professor will then inform the Inclusion Unit and the student (copying both) of the acceptance of the proposed tools or the need to modify them (e.g., removal of some phrases/paragraphs in the maps). If the exam is not suitable for the use of maps, diagrams, or formulas, we encourage you to contact our office by phone to discuss and agree on alternative compensatory tools.

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