Nottingham Trent University

Levelling the playing field in assessment:

an analysis of attainment gaps for widening participation, black and minority ethnic mathematics undergraduates before and after COIVID-19 lockdown

TALMO: Restarting the new normal, teaching mathematics and its applications

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Focus of the research

- Unique opportunity to analyse results under two different teaching regimes:
  - “Normal” teaching; in-person teaching and assessment.
  - “Abnormal” teaching; distance learning, remote assessment.

- Focus on particular groups that historically have an achievement gap: widening participation (WP) and black and minority ethnic (BME) students.

- Used Linear Mixed Effect Modelling for normalised exam results.

Summary of Analysis

- Lockdown appears to have had a **positive** effect on the attainment of our Level 4 BAME students (pre: $0.6 \times \mathrm{sd}$, post: close to zero)

- The above may be down to the lack of closed-book exams but could be change in learning approach

- Either lockdown or the use of 24 hour take home exams had a **negative** effect on WP students (pre: close to zero, post: $0.5 \times \mathrm{sd}$)

NTU

Further Research

- Follow this cohort through Y2 and Y3
- Increase the data to analyse on a wider NTU scale and include other groups of interest
- The return to “normal” teaching and exams is also an area to examine



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Thank you