



From Confusion to Clarity: The Impact of Coursework Checklist

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Abstract

A concise, student facing checklist can play a significant role in supporting successful coursework submission, particularly when assessments require learners to complete multiple interconnected tasks. A well-designed checklist distils the essential components of the submission process into a clear, accessible format, highlighting key information such as deadlines, required file types, and the sequence in which activities should be completed. By making expectations explicit, the checklist reduces cognitive load and helps learners navigate complex assessment briefs that may otherwise feel overwhelming or easy to misinterpret. For many students, especially those balancing competing academic, professional, and personal commitments, the checklist functions as a practical time management tool. It provides a visual overview of the workflow, enabling learners to plan their progress, monitor their completion of tasks, and avoid last minute oversights. This structured support helps minimise common issues such as missing components, late submissions, or incomplete uploads—factors that can lead to delays in marking, loss of marks, or unintended failure. In higher education contexts, the use of checklists aligns with inclusive teaching practices by offering clarity, reducing ambiguity, and supporting learners with diverse organisational and processing needs (Makram et al., 2022). Early evidence from implementation within higher education settings suggests that students perceive checklists as a valuable academic aid that enhances their confidence and autonomy when engaging with assessment tasks (Makram et al., 2022). This paper explores the pedagogical value of assessment checklists, their impact on student experience, and practical considerations for integrating them into coursework design to promote equitable and effective learning outcomes.

Keywords

assessment checklist, student experience, time management, inclusive practice

References

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