

Promising Practices for Equity Practitioners

Practice tips to improve outcomes for equity students in high-stakes teacher education assessments

This brief outlines an evidence-based equity practice that supports students' success. The evidence comes from an impact evaluation funded by the ACSES Equity Frontiers Program. It shows how an approach used at CQUniversity can be adapted by other practitioners. Access the full report [here](#), or on the ACSES Trials Registry at <http://acses.edu.au/trials-evaluation/trials-registry/>.

What equity practice we evaluated

CQUniversity evaluated an Individualised Digital Pedagogy (IDP) approach to support first-year Initial Teacher Education students preparing for LANTITE. The intervention combined diagnostic assessments, adaptive learning pathways, immediate personalised feedback, and self-paced online modules to provide each student with an individualised preparation program. A randomised controlled trial compared the IDP approach with the University's existing preparation support to determine whether personalised digital learning could improve outcomes for students from diverse equity backgrounds.

Key findings and practice implications

Start with the individual, not instruction. Rather than directing every student through identical activities, the IDP identified individual learning needs through diagnostic assessment and automatically directed students towards the skills they most needed to develop.

 **Practice tip:** Use an early diagnostic assessment to identify individual learning needs before providing support. Personalised learning pathways matched to each student's starting point are likely to be more effective and engaging.

Personalised learning pathways produce stronger outcomes than generic instruction. Students using the IDP intervention achieved stronger results than those receiving traditional preparation support. The intervention also produced significant improvements in literacy performance after controlling for students' prior ability, demonstrating that personalised digital learning can improve academic outcomes while supporting diverse learners.

 **Practice tip:** Design support that adapts to each student's current knowledge. Immediate feedback and mastery-based progression help students study at their own pace and focus on concepts they deem necessary.

Students valued flexibility which supported equity.

Students valued the ability to study when it suited them. This flexibility was particularly important for students balancing external commitments and barriers.

 **Practice tip:** Provide learning opportunities that students can access from any location at any time.

Technology should complement—not replace—people.

Feedback from students and tutors demonstrated that human support is most valuable when directed at the relational and motivational dimensions of learning that technology cannot easily replicate.

 **Practice tip:** Position tutors and support staff as coaches rather than lecturers. Use digital learning to deliver personalised instruction, and direct human effort towards providing relational support that technology cannot replicate.

How to implement this approach

1. Identify assessment or skill area where students require additional support.
2. Develop a short diagnostic assessment to identify individual learning needs.
3. Organise learning resources into adaptive pathways responding to each student's performance.
4. Embed immediate feedback throughout learning experience and allow students to revisit concepts until mastery is achieved.
5. Ensure all materials are accessible online and available at any time.
6. Monitor engagement through analytics and provide timely individual support where participation declines.
7. Use student feedback and engagement data to refine the intervention each time it is delivered, directing ongoing improvement towards the areas where students experience the greatest difficulty.