Student-staff co-creation of assessment

Dr Catherine Bovill
Senior Lecturer in Student Engagement

Overview

- Introduction to co-creation
- Benefits of co-creation (in assessment)
- Your views…
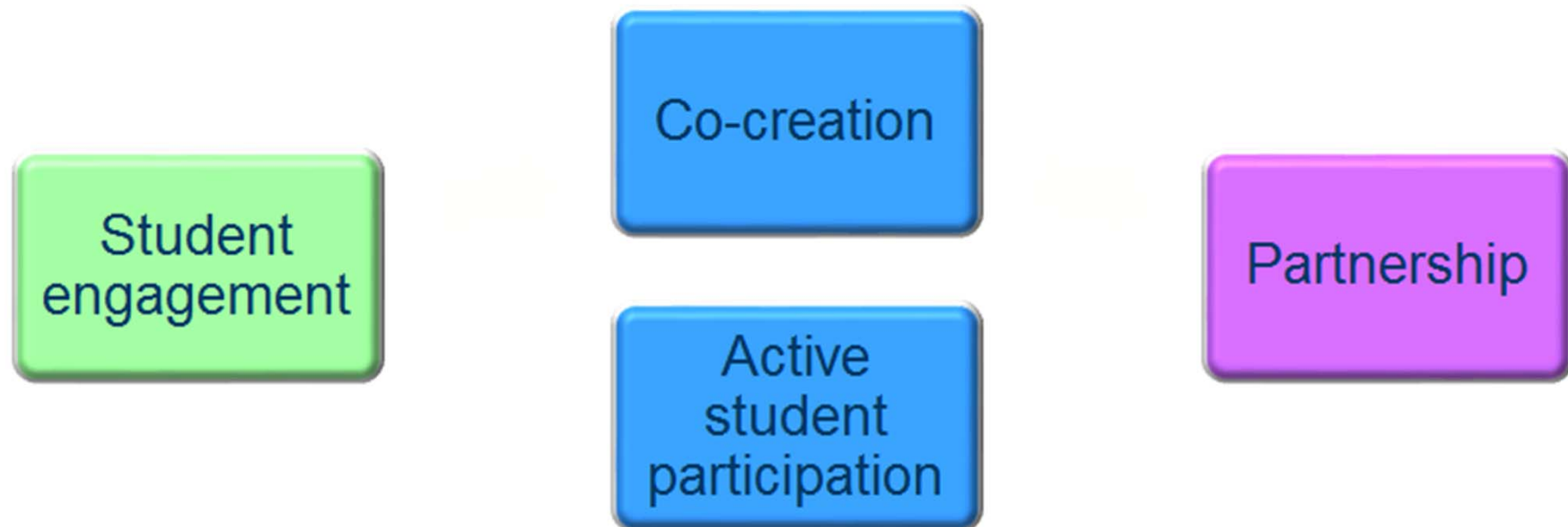- Examples of co-creation in assessment
- Concluding comments

Co-creation, what is it?

"Co-creation of learning and teaching occurs when staff and students work collaboratively with one another to create components of curricula and/or pedagogical approaches."

(Bovill et al, 2016: 196)

Definitions

Evidence of benefits

Students and staff share many benefits:

Engagement - enhanced motivation and learning

Awareness - meta-cognitive awareness and sense of identity

Enhancement - improved teaching and classroom experiences
<div align="right">Cook-Sather, Bovill & Felten, 2014</div>

Enhanced belonging, relationships, confidence, trust

<div align="right">Mercer-Mapstone et al, 2017</div>

Assessment and Feedback: what students need to know

(a) what constitutes a good performance in a particular assessment,

(b) how the student has performed in a particular assessment, and

(c) what a student needs to do to bridge the gap between (a) and (b).

Sadler (1989)

Assessment literacy

Students need to understand the language of assessment

(HEA 2012; Price et al, 2012; Smith et al, 2013; Stefani 1998)

Where students are more meaningfully involved:

- better understanding of assessment processes
- adopt deeper approaches to learning
- enhanced skills development
- enhanced exam performance

(Deeley 2014; Hardy et al,2014; Sambell & Graham 2011)

Assessment literacy cont...

Deeley and Bovill (2017)

- Risk

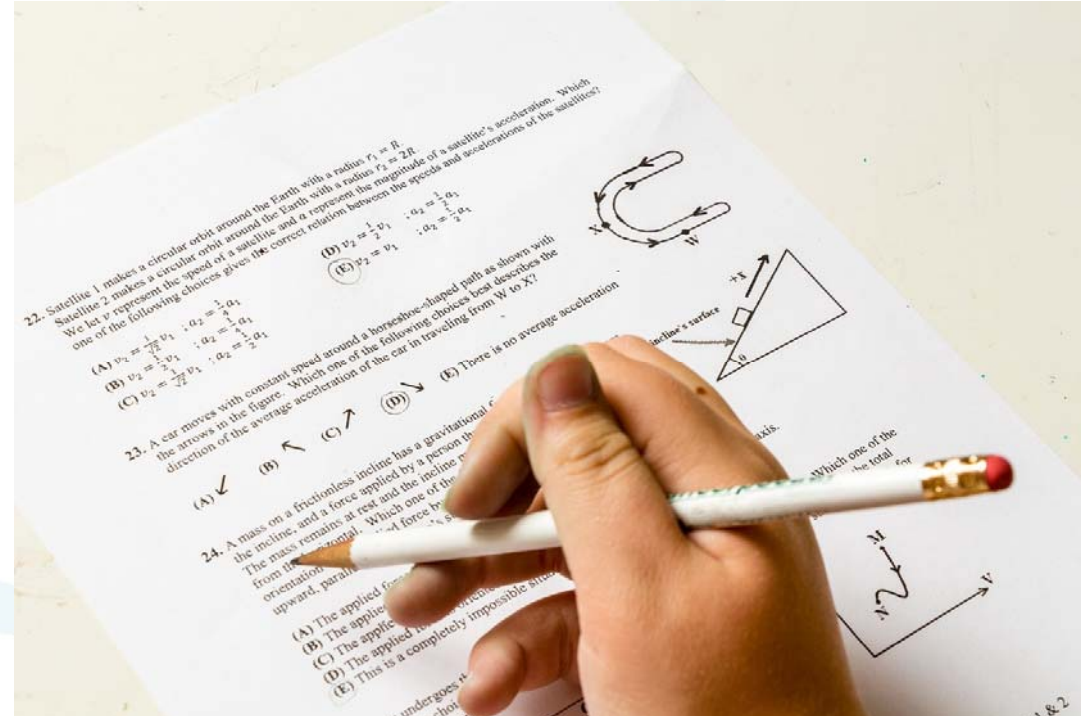- Enhanced motivation and engagement

- Developing a learning community

But how radical is it really? Have students already internalised accepted norms?

Would you all please stand?

Students tend to like conventional assessments (eg essays and exams)

Would you all please stand?

Staff tend to like conventional assessment (eg essays and exams)

Co-creation examples

- Choice of assessment (all subjects): O'Neil, University College Dublin

- Designing marking rubrics (Public Policy): Deeley, University of Glasgow

- Students mark sample essays (Psychology): Bernstein, University of Kansas

- Students design essay question (Classics): Kruschwitz, Reading University

- Students decide assessment weighting (Engineering): Balance, University of Glasgow

- Student designed MCQs - Peerwise (Medicine, Dentistry & Vet Medicine): Cameron & Grosset, University of Glasgow (Denny, Univ of Auckland)

- Co-assessment (Public Policy): Deeley, Univ of Glasgow

How are you involving students in assessment and feedback?

How could you enhance co-creation in assessment and feedback?

Students as partners in assessment takes a huge shift of thinking

-       For (some) teachers
-       For (some) students
-       For (some) policy makers

Assessment and Feedback: what students need to know

(a) what constitutes a good performance in a particular assessment,

(b) how the student has performed in a particular assessment, and

(c) what a student needs to do to bridge the gap between (a) and (b).

Sadler (1989)

Concluding messages

- Increase opportunities for staff and students to talk about assessment and feedback
- Enable student perspectives to inform assessment design
- Start small
- Share ideas with colleagues / find allies to discuss assessment with

Photo credits
Malcolm Dransfield 9, 11
Pixabay 2, 10, 12
University of Edinburgh 3, 8, 15, 18

Catherine.bovill@ed.ac.uk

References

Cook-Sather, A., C. Bovill, and P. Felten. (2014) *Engaging Students as Partners in Learning and Teaching. A Guide for Faculty.* San Francisco: Jossey Bass.

Deeley, S. J. (2014) Summative Co-Assessment: A Deep Learning Approach to Enhancing Employability Skills and Attributes. *Active Learning in Higher Education* 15 (1) 39–51.

Hardy, J., Bates, S.P., Casey, M.M., Galloway, K.W., Galloway, R.K., Kay, A.E., Kirsop, P. and McQueen, H. (2014). Student-Generated Content: Enhancing Learning through Sharing Multiple Choice Questions. *International Journal of Science Education* 36 (13) 2180–2194.

Higher Education Academy. (2012) *A Marked Improvement: Transforming Assessment in Higher Education.* York: Higher Education Academy. https://www.heacademy.ac.uk/sites/default/files/A_Marked_Improvement.pdf

Mercer-Mapstone, L., Dvorakova, S.L., Matthews, K.E., Abbot, S., Cheng, B., Felten, P., Knorr, C., Marquis, E., Shammas, R., Swaim, K. (2017) A systematic literature review of students as partners in higher education. *International Journal for Students as Partners* 1 (1). https://mulpress.mcmaster.ca/ijsap/article/view/3119

Price, M., Rust, C., O'Donovan, B., Handley, K. and Bryant, R. (2012) *Assessment Literacy.* Oxford: Oxford Brookes University.

Sadler, D.R. (1989) Formative assessment and the design of instructional systems *Instructional Science* 18 (2) 119-144.

Sambell, K., and Graham, L. (2011) Towards an Assessment Partnership Model? Students' Experiences of being Engaged as Partners in Assessment for Learning (AfL) Enhancement Activity. In S. Little (Ed) *Staff–Student Partnerships in Higher Education* 31–47. London: Continuum.

Smith, C. D., Worsfold, K., Davies, L., Fisher, R. and McPhail, R. (2013) Assessment Literacy and Student Learning: The Case for Explicitly Developing Students' 'Assessment Literacy' *Assessment & Evaluation in Higher Education* 38 (1) 44–60.

Stefani, L.A.J. (1998) Assessment in Partnership with Learners. *Assessment & Evaluation in Higher Education* 23 (4) 339–350.