Student-staff co-creation of assessment

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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

- Student engagement
- Co-creation
- Active student participation
- Partnership
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

Enhanced belonging, relationships, confidence, trust

Cook-Sather, Bovill & Felten, 2014

Mercer-Mapstone et al, 2017
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
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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
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References


