



EAT ERASMUS Case Study Template

Case Study title:

Students as Co-Creators in Assessment

Abstract (200 words)

We piloted 3 different models of co-creation and evaluated how they impacted students' engagement around assessment literacy, feedback & design.

Reporting on your case study

The aim of ERASMUS EAT is to look at how an integrated assessment framework (EAT) can support enhancements in assessment and feedback by trying to develop staff and student self-regulatory practices. Your case study will benefit from being very clearly focused from the outset and in considering how all the dimensions and sub-dimensions of the EAT Framework need to be attended to in order to address your core issue. Keeping it as simple as possible is a good thing. Engaging with student as much as possible and thinking clearly about the evidence that you would like to collect will help in the design and implementation of your idea.

Designing an Assessment Intervention: What is your assessment focus?	
Prompts	Key questions
Focus	What is the key assessment issue you considered? Students as Co-Creators in Assessment
Why did you choose this focus?	Why did you focus on this? On the basis of what evidence? Why did it need looking at? Wanted to do something on co-creation. In school learning and teaching strategy to work more in partnership with students. Wanted to narrow this down so looked at assessment. NSS scores could improve. Wanted to support colleagues to do this in practice and have some tangible outcomes to support others. Wanted to work closely with academic colleagues and get a way into doing this across all subject areas. Wanted to pilot initiatives that could scale up to large groups.

<p>What was the context? <i>Module / programme Discipline</i> <i>Country</i> <i>Who was involved – staff and students</i></p>	<p>What is the disciplinary/module/course context in which your assessment work is situated? Based in the Business school. 3 main subject areas - economics, accounting finance and management. Staff developers working with academics and students. Mix of PG and UG. Hired student interns too involved in the project one for each subject area.</p>
<p>Why is this important? <i>What is your contribution – is it original? Is it confirmatory of previous work? Is it actively taking the field forward by adding new understandings?</i></p>	<p>Why is what you did important? Trying to find out how the current research on co-creation applied to context of business school. Identify if any specific factors would make co-creation effective in assessment. Identify common themes for support required.</p>
<p>How does this work contribute to current understandings we have of assessment and feedback <i>To what extent are you aware of current national and international assessment and feedback higher education debates</i></p>	<p>How does what you focused on link to current understandings of and priorities in assessment and feedback within your institution and more widely in higher education? Co-creation. Hierarchy.</p>

Implementation: What did you do?	
Prompts	Key questions
<p><i>The project promotes an action research type approach – working with students and staff to implement ideas and then evaluating them.</i></p> <p><i>It encourages the use of a mixed methodology and methods</i></p> <p><i>– the use of quantitative methods (e.g. survey data) and qualitative approaches (e.g., discussions with colleagues) to investigate practice.</i></p>	<p>How did you investigate your focus?</p> <p>Did you do any pre and post testing of ideas/abilities/ attitudes?</p> <p>Were you able to draw on a variety of sources of information to support your findings?</p> <p>Did you use EAT to measure student/staff engagement in assessment pre and post?</p> <p>Pilot model design - used EAT framework as inspiration for this. Wanted a framework focusing on 3 dimensions - Literacy, Design.</p> <ol style="list-style-type: none"> 1. Co-creation of a rubric - course director gave them an old rubric and a blank template which they used to design a new rubric - discussed back and forth with course leader. Discussed in pairs, voted on final version. c.50 students. 2. Optionality in assessment - two different formats to submit. c.100 students. 3. Students designed MCQs got feedback and these got combined to create a quiz bank - formative resource on VLE. c.100 students.
<p><i>Describe what your approach involved.</i></p> <p><i>What did you do to enhance a self-regulatory approach to assessment and feedback practice</i></p> <p><i>What roles did students and educators play?</i></p> <p><i>See Moore et al (2015) Process diagram to help you describe the elements of what you did?</i></p>	<p>Who approved ethical consent? (Institution?)</p> <p>Ethical consent. Glasgow university. College of Social Sciences.</p> <p>Over what time scale did you conduct this project?</p> <p>One academic year</p> <p>Did it involve 1 or several iterations of change initiatives?</p> <p>First iteration for each project</p> <p>What information did you collect?</p> <p>Qualitative and quantitative data collected. Survey to all students involved. 185 responses received. Intended to do focus groups but that was not successful students didn't attend. Interviewed the lecturers.</p> <p>What tools/resources did you use?</p> <p>Funding from university grant - some vouchers.</p>

<p>How was what you did aligned to the EAT concepts (FIDELITY) See check list below?</p> <ul style="list-style-type: none"> • Inclusive – <i>do all students have equal access to learning and equal chances to do well?</i> • Shared beliefs and values – <i>have these been discussed and agreed between staff and students? Is there agreement on the key self-regulatory skills that need to be focused on?</i> • Student-staff partnership – <i>how genuine is this? To what extent are students encouraged to participate in all assessment decisions?</i> • Sensitive to context – <i>how have you adapted assessment to suit your context? nuances of your discipline and course, situated within your faculty and institution; and nature of student intake – what is specific about your course/subject demands and types of students you have?</i> • Holistic – <i>the whole experience of the student</i> • Integrative – <i>how all aspects of assessment are interrelated and impact one another</i> • Agentic – <i>allows students and lecturers to take control of their learning/teaching</i> • Engagement in meaningful learning experiences – relevant • Sustainable – <i>means manageable for all; also enabling students to manage their own learning. themselves – so extent to which they are able to accurately assess the quality of their own work.</i> 	<p>How did you incorporate EAT concepts into your design? How did you support colleagues to understand how to apply these concepts?</p> <p>Were staff able to engage students in co-design? (see Appendix F)</p> <p>Inclusivity - optionality in assessment was one of the pilot studies described here. Including students in the assessment process is giving them agency.</p> <p>Shared beliefs and values - co-creation project so by default the aim is to align beliefs and values of students and staff.</p> <p>Student partnership - Marking criteria was a true partnership as was the MCQ. Optionality project was more co-creation than partnership.</p> <p>Sensitive to context -</p> <p>Holistic - in the optionality pilot they tried to consider this to ensure if they were taking one mode of assessment they would not be disadvantaged in skills development. In analysis they did ask if their engagement with this process helped them apply to different situations.</p> <p>Agentic - definitely.</p> <p>Engagement in meaningful learning experiences – relevant Yes for both staff and students</p> <p>Sustainable - Gives students a deeper insight to processes and therefore supporting them to manage their own learning.</p>
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<p>See Assessment and Feedback Principles Appendix A and Student Engagement in Assessment templates</p>	<p>To what extent were you able to implement the EAT <u>assessment and feedback principles</u>?</p> <p>What barriers and facilitators were there to implementation?</p> <p>As academic developers they were a third party so getting time with academics was a challenge and often delayed things.</p> <p>Lack of engagement of students with focus groups hindered evaluation.</p>
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Assessing the Impact of your Intervention: Key findings	
Prompts	Key questions
<p><i>Did it engage the students and staff you wanted it to?</i></p>	<p>To what extent did your intervention reach your intended audience of staff and students? 100%</p> <p>Was it manageable? Yes for the academic developers. Academics also found it manageable but definitely needed administrative support and support from the academic developers.</p> <p>Are there plans to test it more widely? Yes. Developing a toolkit or resource hub to give some practical steer to other colleagues on how to do this and keen to integrate some EAT resources into this.</p>
<p><i>Note any reported impacts on students: Did those who did engage do better than those who did not? Did it narrow gaps in attainment between more and less advantaged students? Student beliefs about their role in assessment Student confidence Student learning outcomes Student engagement in assessment</i></p>	<p>What were the impacts on students?</p> <p>Did all students benefit equally?</p> <p>What specific changes resulted if any?</p> <p>Any unexpected outcomes?</p>

<p><i>Student satisfaction</i> <i>Assessment Literacy</i> <i>Ability to use, seek and give feedback</i> <i>Contribution to assessment resources and valuable outputs</i></p>	
<p><i>Impact on staff engagement in training</i> <i>Did it impact staff conceptions of assessment and the role of students in the process?</i> <i>Did it make assessment more efficient?</i> <i>Staff competency</i> <i>Staff confidence</i> <i>Staff collaboration</i> <i>Staff assessment literacy</i> <i>Better assessment design?</i> <i>Did it lead to better curriculum design</i></p>	<p>What were the impacts on staff? Opened eyes to different ways to assessment</p> <p>Do staff have a better understanding of assessment?</p> <p>Was assessment design improved as a consequence of what you did?</p>
<p><i>Are changes embedded within curriculum? Any longer term gains?</i> <i>Development of effective assessment networks</i> <i>Changes in attitudes?</i> <i>Upskilling of staff</i> <i>More efficient use of resource</i> <i>Impacts on policy?</i></p>	<p>Sustainability: any longer term gains from the project? Has what you implemented become part of business as usual – will it be maintained?</p>
<p><i>What personal learning do you take away from the project?</i> <i>(Use reflective templates to support evaluative activities)</i></p>	<p>What was the impact on those colleagues and students leading the case studies? What were the key learning points for you? What would you have done differently in retrospect? How could you improve your design?</p>
<p><i>What are the key messages that would be useful for others trying to do this?</i></p>	<p>Transferability Were there any subject specific findings that have relevance to the sector? How can learning be adapted and utilized elsewhere? What are the key messages/learning from this work?</p> <p>Very transferable.</p>