

3A Staff-Student Partnership in Assessment

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A small scale research project was undertaken in two Public Policy Honours courses in 2013-14 (Deeley and Bovill). The aim was to investigate staff-student partnership in developing assessment, marking criteria, and feedback methods that were meaningful and useful to students. The project aligns with two of the University's Learning and Teaching strategic objectives: developing assessment and feedback methods; and building staff-student partnerships to promote student engagement with learning.

Although there are instances where student involvement in assessment might be deemed inappropriate, there is evidence to suggest that there are beneficial outcomes from staff-student partnerships in assessment, such as enhanced student engagement and deep learning (Deeley, 2014; Sambell and Graham, 2011). Indeed, Stefani (1998) argues that students should be actively involved in the assessment process.

Supportive technology was utilised in the assessment and feedback methods in the two Honours courses. The assessment methods included:

- ♣ - staff-student co-creation of students' essay titles;
- ♣ - staff-student co-design of essay and exam marking criteria;
- ♣ - students' formative self-assessment of their essays, using staff-student co-designed marking criteria, that they could later compare with the teacher's feedback on their essays;
- ♣ - a typed formative exam, uploaded to Aropä, an online software peer review tool;
- ♣ - student peer review of their formative exam answers using Aropä and the staff-student co-designed marking criteria; and
- ♣ - a typed summative exam, with students' answers uploaded to Aropä to allow the teacher to give students individual and prompt feedback online, using the staff-student marking criteria.

In this presentation a reflective analysis is made of staff-student partnership in assessment through the different perspectives of the teacher and a student (Deeley and Brown, 2014). By extending the staff-student partnership further through this collaborative presentation, a more equitable view of the challenges, risks and rewards of sharing assessment processes is sought.

References

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