

Staff-Student Partnership in Assessment

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Staff-student partnership

‘a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis.’

(Cook-Sather, Bovill, and Felten, 2014, pp. 6-7)

Staff-student partnership in learning and teaching can encompass many aspects... but how compatible is it with assessment?

Students may benefit through enhanced engagement and deeper understanding

(Cook-Sather et al, 2014; Deeley, 2014; Sambell and Graham, 2011; Stefani, 1998)

A Dialogue



This is what we did

- co-created essay titles
- co-designed essay and exam marking criteria
- students' formative self-assessment of their essays
- a typed formative exam, uploaded to Aropä, an online software peer review tool
- student peer review of our formative exam answers using Aropä and our staff-student co-designed marking criteria
- a typed summative exam, with students' answers uploaded to Aropä to allow the teacher to give students individual feedback online, using our agreed criteria

A partnership approach to assessment and feedback

‘academic staff...sharing expertise’

(Stefani, 1998, p. 348)



A partnership approach to assessment and feedback

and students taking an active role (Rust, et al, 2003)



A partnership approach to assessment and feedback

‘can lead to increased student engagement with, and success in, their learning...’

(HEA, 2014, p. 1)

‘can deepen (students’) learning while also enhancing their employability skills and attributes, thus preparing them for a world of responsible and co-operative work’

(Deeley, 2014, p. 49)

can offer students ‘a truly memorable learning experience’

(Deeley and Brown, 2014)

References

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