Focus group
"Student assessment"

Thematic Peer Group Session:: 14Feb 2020

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# Thematic peer group : Student Assessment

- University of Birmingham: Carol Evans (chair)
- University of Agder: Astrid Birgitte Eggen
- University of Oulu: Sari Harmoinen and Hena Määttä
- University of Minho: Manuel João Costa and Nuno Reis
- University of Exeter: Roni Roberts
- National University of Education at Distance – UNED: Ines Gil Jaurena
- University of Lausanne: Emmanuel Sylvestre and Loïc Pillard
- University of Rijeka: Marta Žuvić, Tihana Švaljek, Matej Berisa and Tea Dimnjasevic
- University of Latvia: Agnese Rusakova, Deniss Celuiko and Alise Ziverte
- Ivane Javakhishvili Tbilisi State University: George Sharvashide and Tinatin Gabrichidze
- Group coordinator: Luisa Bunescu, Policy & Project Officer, EUA

A DIVERSE Thematic peer group

TODAY:
ENHANCING
TPG
FRAMEWORK

MODEL?
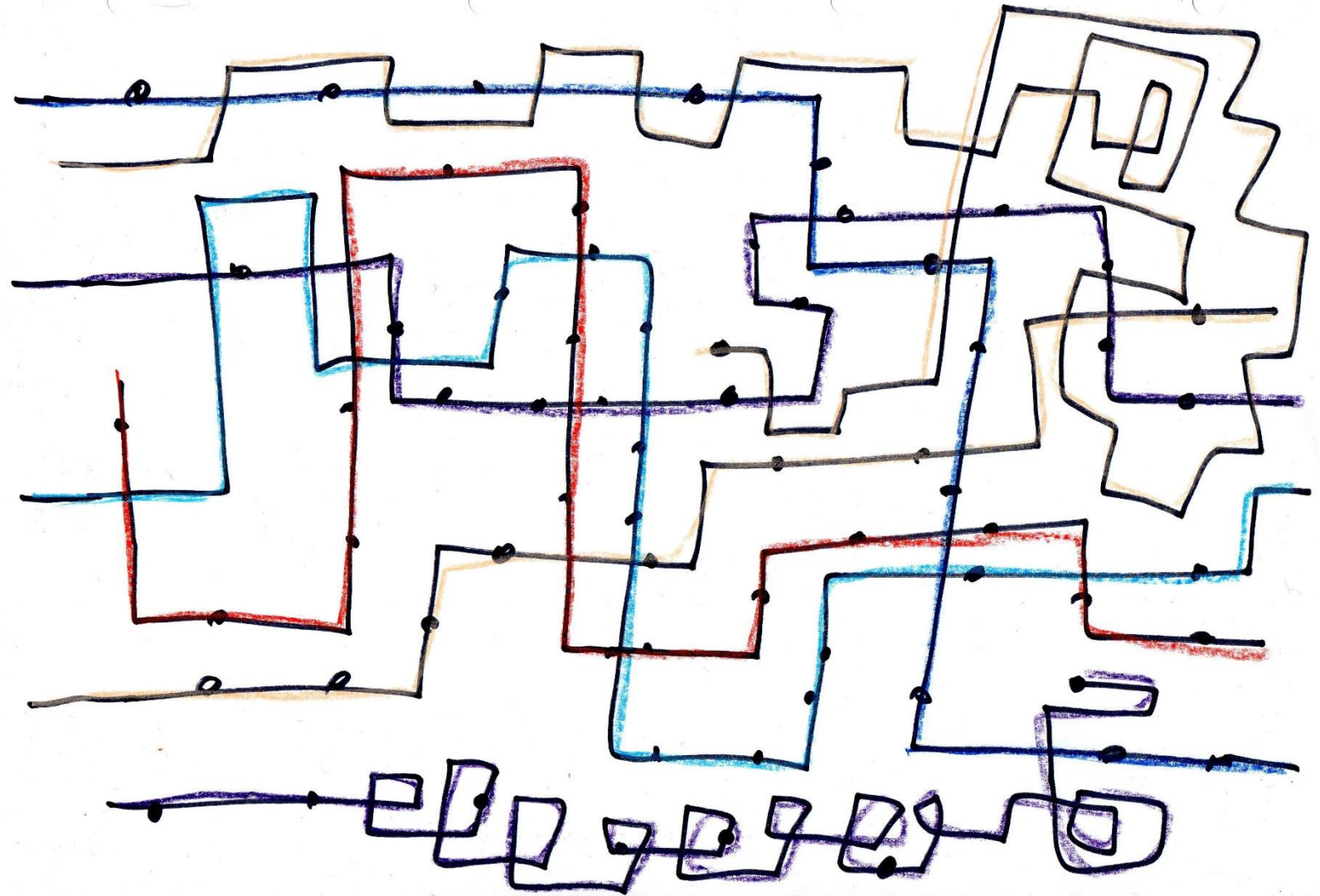
Startpoint & lesson learned

- What are the ultimate aims of assessment and evaluation at higher education institutions (HEIs)?

- Who owns the assessment discourse?

- What are the types of assessment mostly employed at your HEIs? By whom are the assessment methods driven?

- How do we engage academics and students in the process of co-creating assessment?
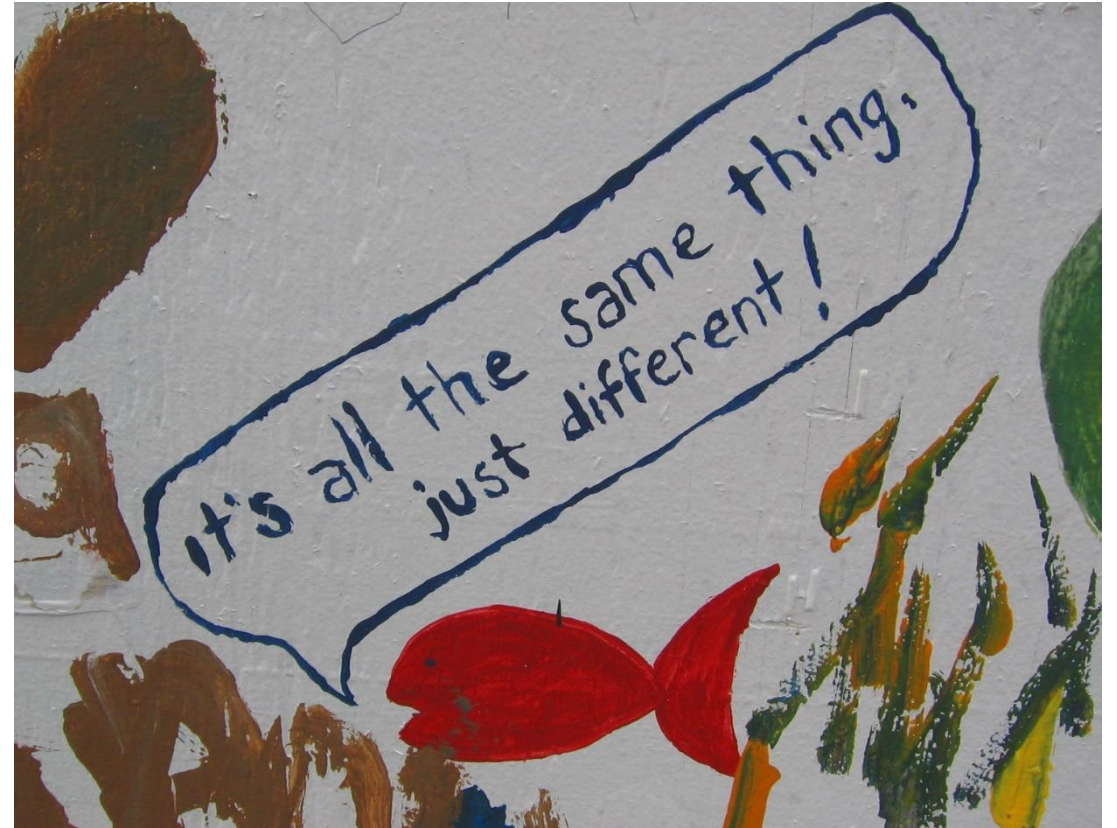
"diversity" (CC BY-NC-ND 2.0) by greenhem

MENTI #1: What is the most important challenge for student assessment at your institution?
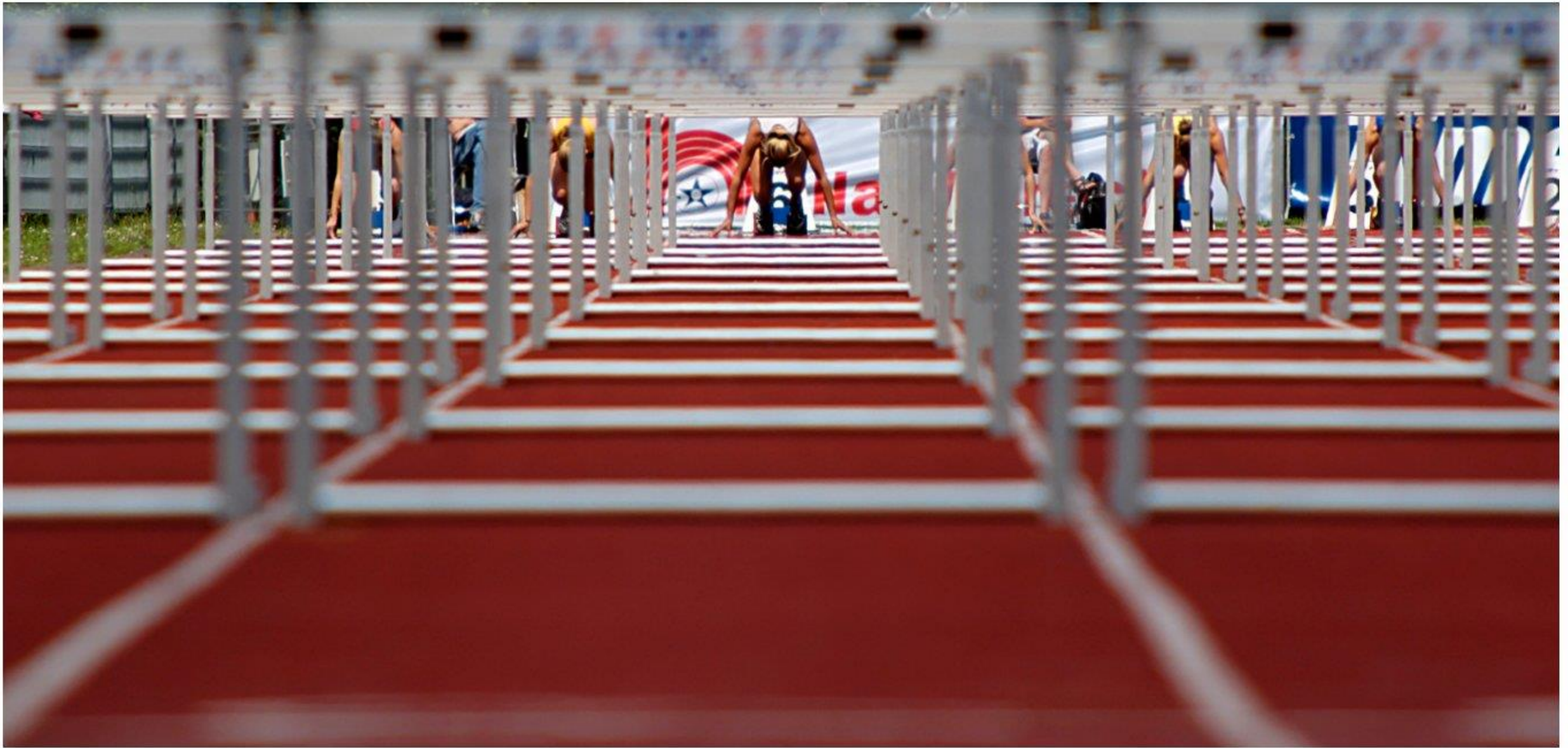
"Hurdles start." (CC BY-NC-ND 2.0) by Robert Voors

Research informed:
EAT (Equity, Agency, Transparency) framework

Emphasis: the development of learner (staff and student) self-regulation skills to support equity, agency, and transparency in assessment.

Carol Evans, 2016, "Enhancing assessment feedback practice in higher education: the EAT framework",

Our 3 key challenges were:

- Ensure that assessment is inclusive and equitable, especially considering students from different backgrounds in higher education
- Support students to become change agents
- Derive a framework for professional development to support academic agency in assessment

Challenge 1 – Ensuring Assessment is Inclusive and Equitable - The group agreed that we could not consider assessment without also looking at feedback and our recommendations were to:

- **Clearly articulate assessment criteria, marking and moderation** – be transparent

- **Ensure flexibility** - incorporate universal design features to ensure all students have the opportunity to succeed.

- **Provide meaningful and timely feedback** – help students to understand where they should improve.

Challenge 2 – Support students to become agents of change - our recommendations were:

- **Encourage student to get involved in curriculum design** – this is a great way to build independent learners.

- **Prepare students for meaningful conversations around assessment and peer engagement** – develop a shared understanding of assessment.

- **Recognise and reward engagement in co creation** – celebrate examples where this is happening well and provide support where this is not happening well.

Challenge 3 – Build a framework for professional development – our recommendations were:

- **Promote and reward innovation in assessment and in learning and teaching -** Recognise good practice and give staff time to develop themselves and their teaching.

- **Grow a community of practice** – encourage staff at department and institutional levels to come together to share good practice and to learn from each other.

ACTIVITY (World Café)

- How are you addressing these challenges at your instituition?

- What's missing?

- What shouldn't be there?

3 discussion "tables"
20 minute each
we will annotate,
report key messages
(900% anonymous)

READY?

CONCLUSIONS

Equity & inclusion

Student agency

Professional development
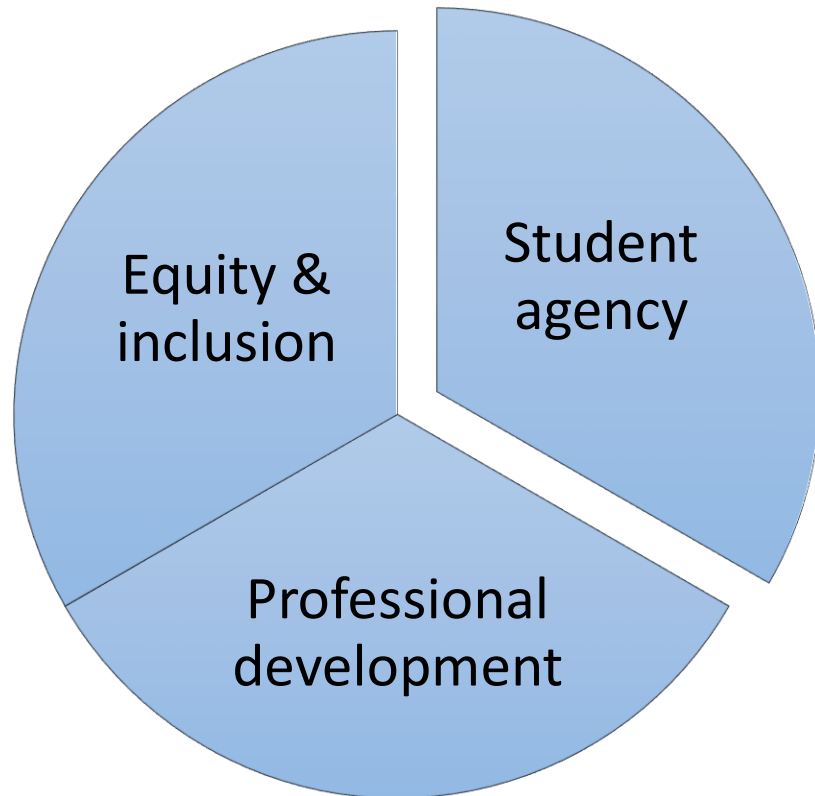
Thank you

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LENGTH	WHAT	WHO

5 min	Introductions:
	  - Manuel welcomes
	  - Roni and Ines introduce themselves
		All

10 - 15 min	Presentation #1
	  - TPG goal, institutions
	  - Introduction
	  - What we discussed
	    (ENDS BEFORE WE SHOW: The key issues we agreed)
		Manuel

10 min	Participant MENTIMETER activity #1 (short answer):
	"Which are the key issues about assessing students at your institution? "
	  1. Participants have a discussion
	  2. The consensus issues are reported with MENTIMETER
	  3. Groups report to the room
	(at the end of the workshop, we downlad the pdf from mentimeter)
		All co-.facilitate

10- 15 min	Presentation #2
	  - The key issues as we agreed
	  - The EAT framework we used
	  - STOP BEFORE The 3 challenges
		Manuel

10 min	Participant MENTIMETER activity #2 (short answer):
	"Which are the key challenges you find related to the key issues? "
	  - Each challenge is assigned to 2 GROUPS of participants
	  - Participants have a discussion
	  - The most important are reported with MENTIMETER
	  - Groups report to the room
	(at the end of the workshop, we downlad the pdf from mentimeter)
		All co-.facilitate

15 min	Presentations #3: the key challenges we found for…
	  - Assessment is inclusive and equitable (@INES)
	  - Support students to become change agents (@RONI)
	  - Framework for development (@MANUEL
		EACH facilitator presents a 1 key challenge

15-20 min	25 PRIORITIES AS SEEN BY THE TPG (our TABLE in the report): we challenge people to listen and consider "How could they use the tools we provide and where would they start"
	  - I suggest we do this one as follows: each of us reads through one, then another reads the following, etc
	  - AT THE END OF EACH category WE STOP AND ASK IF CLARIFICATIONS ARE REQUIRED	

5 min	CONCLUSIONS and closure	