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**Hi, there's a link missing: the 'student voice' in the assessment chain
that can inform and learning teaching practice**

(Working paper)

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Structure of the presentation

- Set the background and context to the study
- Levels of study voice and what that means in practice
- The actual project
- Using the case difficulty cube to help drive the data
- What the data is suggesting
- Lesson learnt
- Questions

Why student voice?

Teaching Excellence Framework

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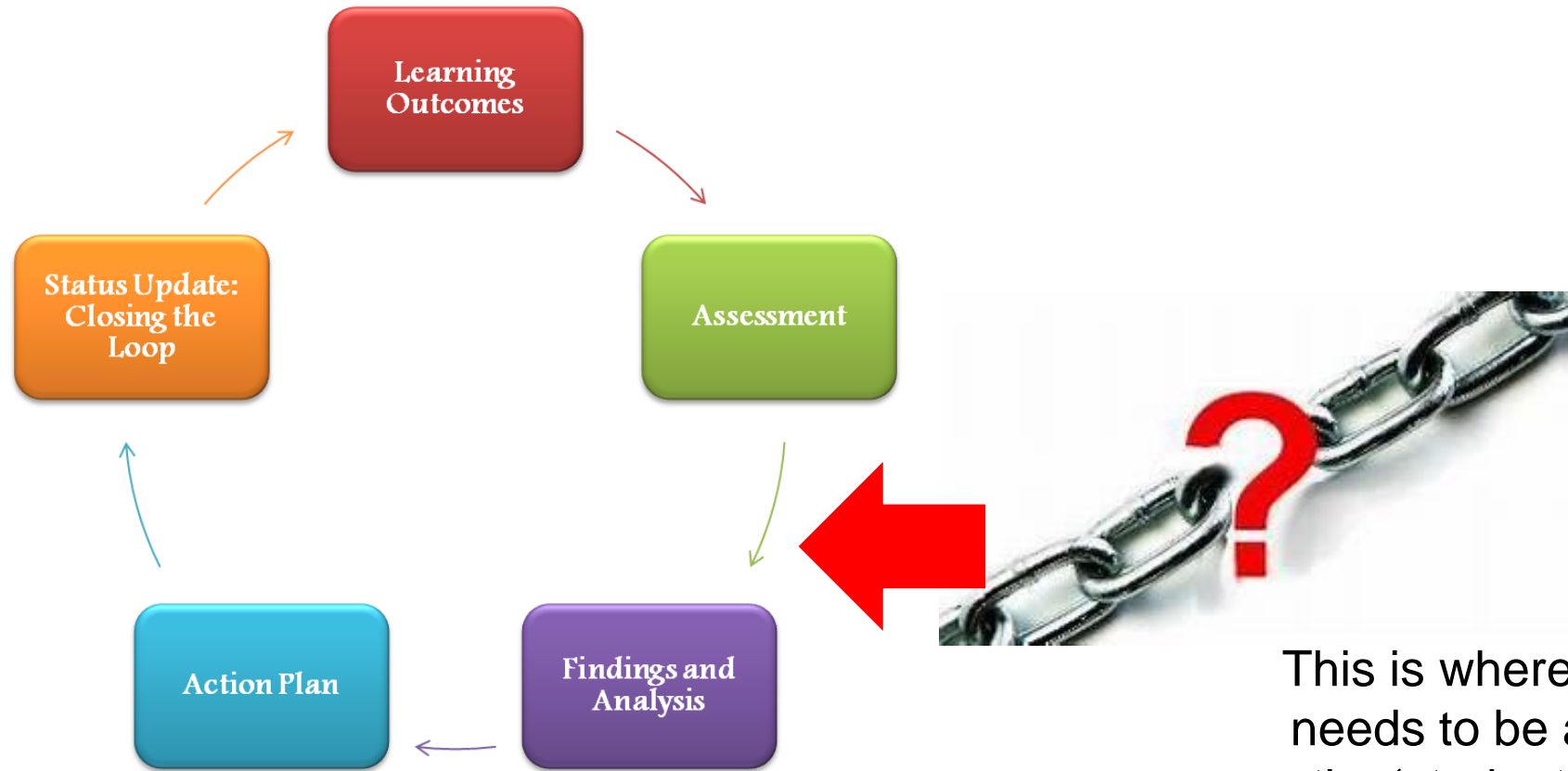
Office for Students

The White Paper, 'Higher Education: Students at the heart of the System' (Department for Business Innovation and Skills', BIS 2011) which outlined the Coalition Government's reforms to encourage better standards of teaching in higher education and greater responsiveness to the student experience.

Central to the philosophy of personalisation in curriculum choice and voice, as a way of involving students in making decisions regarding their learning. (Sebba et al, 2007)

The United Nations has stated that it is a child's legal right to participate in decisions which affect their lives (United Nations Convention on the Rights of the Child (UNCRC, 1989). The UNCRC (1989) states that all children have the right to express their views freely in all matters affecting Article 12, states; free expression; 'to seek, receive and impart information of all kinds, regardless of frontiers' (Article 13)states that all children have the right to express their views freely in all matters affecting

A typical Assessment loop



This is where I argue there needs to be another link – the ‘student’ voice in the assessment process

Levels of Student Voice (Leinster, 2019)

Levels	Governance	Role and Purpose
Level 6 National Governance Macro (External)	Office for Students (OfS) National - student panel at the (OfS). Student voice at this level is the National voice of students.	To ensure that students' views inform the OfS's decision-making processes. National Student Survey Postgraduate Taught Experience Survey (PTES) Postgraduate Research Experience Survey (PRES)
Level 5 University Governance Macro (Internal)	University - student body represented at University academic board level Student voice if formal with strategic intent.	National Student Survey Student Transition Survey Postgraduate Taught Experience Survey (PTES) results Postgraduate Research Experience Survey (PRES) results
Level 4 School Governance Meso	School - course representatives meetings at School level	Student voice is representative of the experience of the wider disciplines. It is informed by the sum of the experiences of the School's Student and Staff community.
Level 3 Course Management Meso	Course and staff representatives' meetings at Department level and representatives from Professional bodies.	Student voice is at this level based on a formal collective approach; it is the sum of the parts of all the modules. Student and Staff data inform decision-making at Level 4.
Level 2 Module Management Micro	Module and level feedback on teaching, learning and facilities, assessment data etc	Student voice is responsive; the scope is formal and may have wider implications. This data is 'lagging', and can impact decisions at Levels 3 and 4.
Level 1 Lecture, Seminar and Lab etc Micro	Individual and peer interaction with tutor(s) during classroom and online activities, one-to-ones etc.	Students as active respondents and therefore the student voice is immediate and focused. Scope is focused and informal.



The study

- Target group: Students on the MSc in HRM taking the module Learning and Talent Develop (L&TD)
- Rationale, was to involve students in the evolving development of the module; Why? many students are International
- Data collected after the summative assessment, 3 hour written examination with five essay type questions.
- Collected data of the last two years;
- What has been the impact of this collaboration for learning and teaching?

The Summative Assessment – three hour examination with five essay type questions.

Section A

- Case study
- Two questions
- Weighting 40%

Section B

- Five questions presented on different topics
- Students answer three questions
- Weighting 60%

Students need to achieve 50% total to pass examination

A questionnaire was set to students by email after the examination had finished. A window of three days to complete and return and before examination results were promulgated.

The Case Difficulty Cube

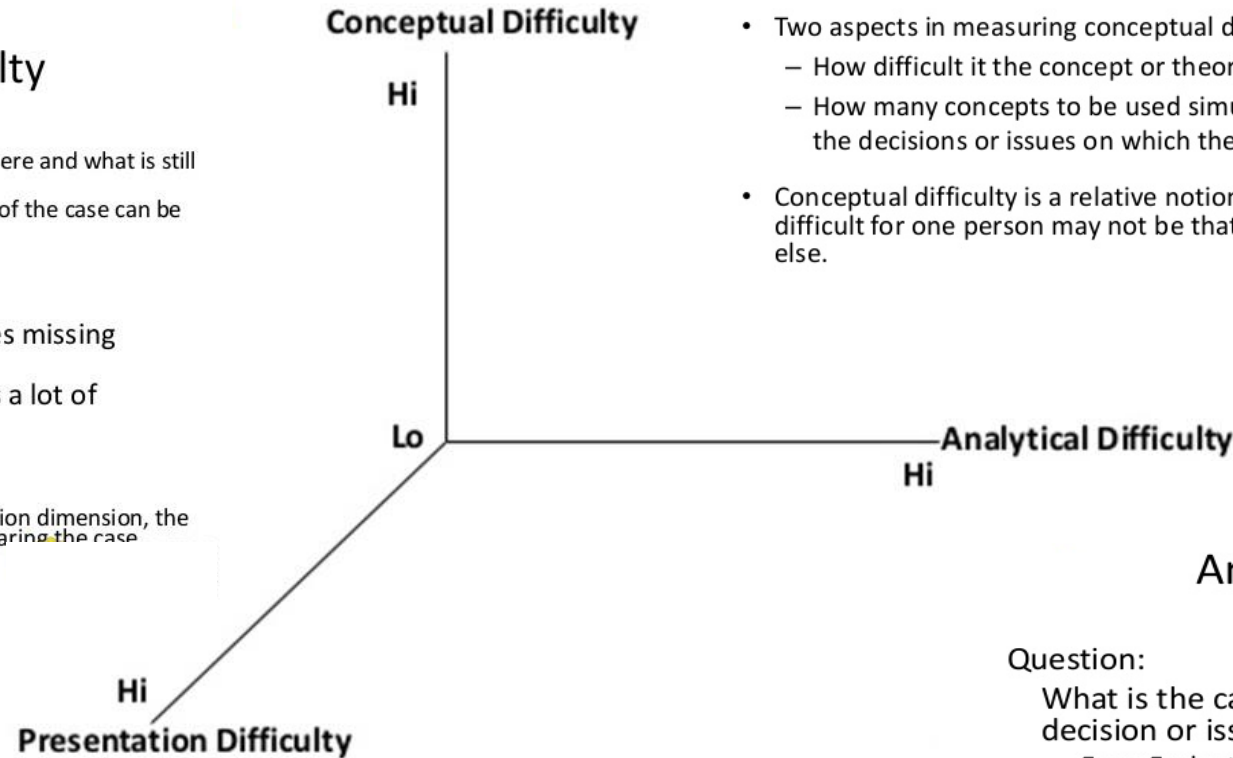
Mauffette-Leenders *et al* (2007)

Presentation Difficulty

Question:

What is really important and relevant information here and what is still missing?

- The degree of difficulty related to the presentation of the case can be increased by the following five points:
 - Short becomes long
 - Well-organized becomes disorganized
 - Available relevant information becomes missing relevant information
 - Little extraneous information becomes a lot of extraneous information
 - Multi format.
- The greater the degree of difficulty in the presentation dimension, the longer the participant needs to spend time on preparing the case



Conceptual Difficulty

Question:

What theories, concepts or techniques might be useful in the understanding and/or resolution of the case situation?

- Two aspects in measuring conceptual difficulty:
 - How difficult it the concept or theory in or of itself?
 - How many concepts to be used simultaneously to address the decisions or issues on which the case is focused?
- Conceptual difficulty is a relative notion. What may be difficult for one person may not be that difficult for someone else.

Analytical Difficulty

Question:

What is the case reader's task with respect to the key decision or issue of the case?

- Easy: Evaluating the decision that has been made in real life (against some theoretical criteria).
- Medium: Alternative decisions provided, yet generating additional alternative is advisable. Evaluate all alternative against specified decision criteria, make a decision, and to develop an action plan.
- Difficult: Decisions that needs to be made is not identified.

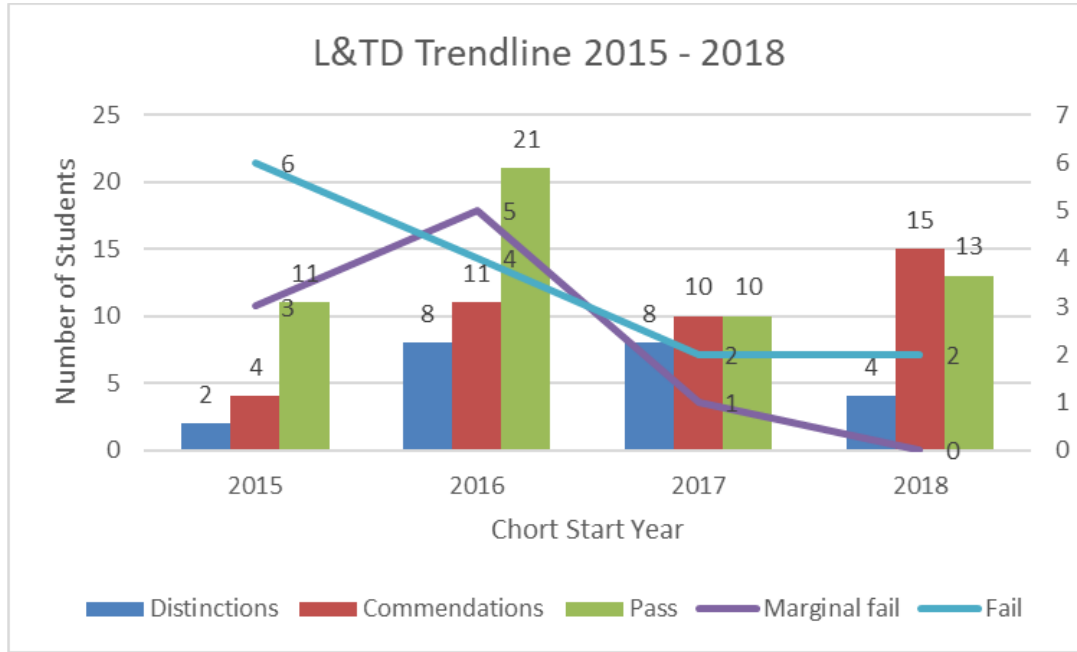
Data collection, the following questions are asked:

- Q1.** To what extent did you understand what was required of you in the examination?
- Q2.** Were all the questions presented clearly and explaining what you has to do to answer the question?
- Q3.** The Section 'A' case study was (select one answer only by putting a circle around your answer:
- (a). **Too short** – not enough details to answer the questions
 - (b). **Just right** – reasonable amount of text to read/consider in the time
 - (c). **Too much** – the case study was too long and had too much detail
- Q4.** To what extent were the topics on the examination paper explored during the module?
- Q5.** What can the teaching team do in supporting your learning experience using NOW?
- Q6.** To what extent did the critical thinking workbook and readings support you during the module?
- Q7.** What can the teaching team do to improve your examination performance?

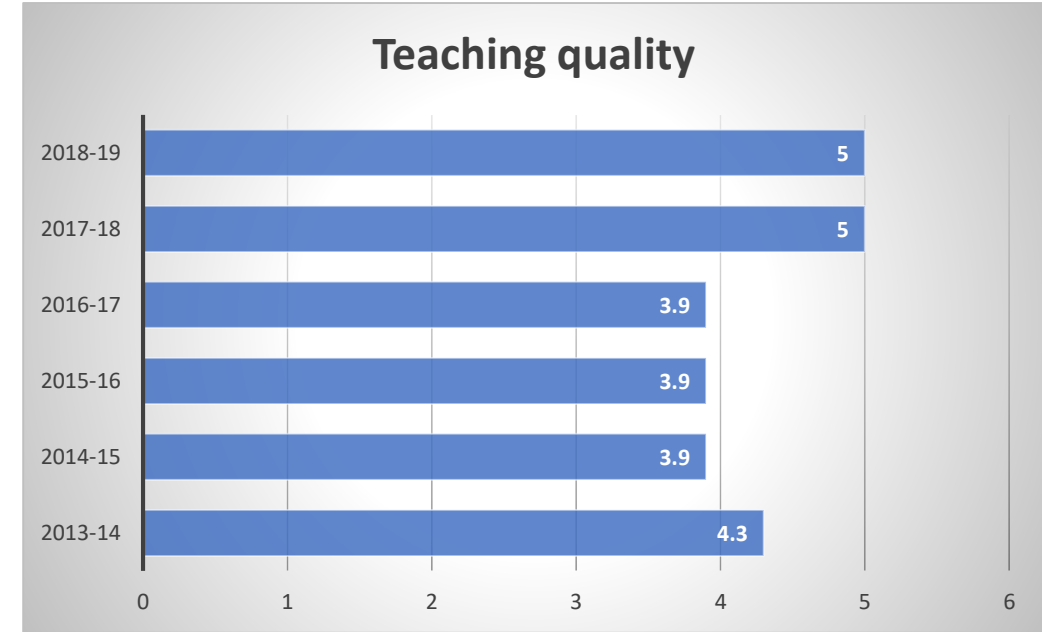
Data collection

	2017- 2018	2018 - 2019
Total number of students taking the module	n33	n37
Number taking the examination	n31	n34
Responses	n10	n11
Response rate	32%	32%

Results of students working with us:



The attainment gap in terms of the spread of examination results is closing. We are seeing the quality of student answers improving. The data is suggesting a movement upwards in middle range of the marking grades. More students are passing the examination in the first sitting.



Whilst it is often difficult to pinpoint one variable that is causing this shift, we are confident it is influenced by on:

1. Working with students as co-creators in thinking about module content, and delivery;
2. Critical thinking workbook;
3. Active engagement with NOW, including 'Hot learning' activities;
4. Introducing student to the learning tool 'Creative Connections.'

Lessons learnt:

- Take every opportunity to listen to the 'student voice' informal & formal;
- Involve the students are co-creators, they know more than we think!
- Most of the case studies we use now in our teaching and in examinations are focused on being 'International';
- The project is on-going and we will continue to collect data, need to increase response rates;
- We have a '**BIG**' challenge coming this year with new professional standards being issued; students will be vital as working partners in order to mould these into our curriculum.

Thank you
and



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