Working in partnership with students

Staff and students co-creating the curriculum, co-shaping the learning experience.

Introduction

- Dr Stuart Jolly: Course leader B.Sc. Coaching and Sport Science

HEA Partnership model

- **Learning, teaching and assessment –**
  - – students as active participants in their learning.

- **Curriculum design and pedagogic consultancy –**
  - – student engagement in formal processes of course design, revalidation and staff development.

- **Subject-based research and inquiry –**
  - – student engagement as co-researchers and co-inquirers within a programme or extra-curricular research projects.

- **Scholarship of teaching and learning–**
  - – student engagement in inquiries into learning, teaching and assessment.
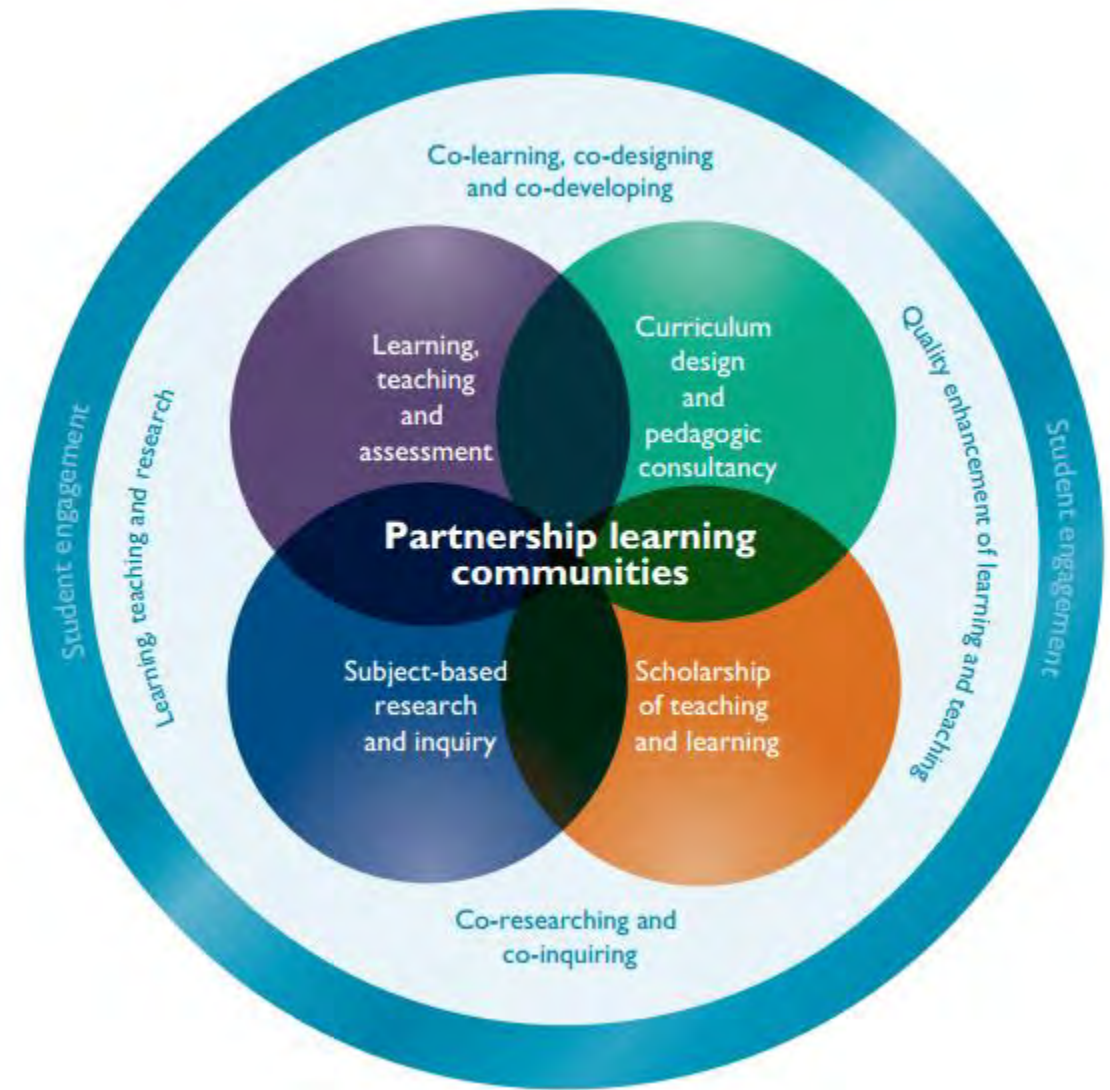
A conceptual model for students as partners in learning and teaching in higher education (Healey, Flint and Harrington, 2014)
https://www.heacademy.ac.uk/knowledge-hub/engagement-through-partnership-students-partners-learning-and-teaching-higher

Co-creating: Assessment Criteria

Engaging students in discussing

- Peer examples

- Peer feedback

To create assessment criteria

- Part of a process of developing assessment literacy
  - To decide what makes a good assessment
  - To experience the subjectivity of assessment
  - To create criteria that are more meaningful
  - To apply these to examples of their own work
  - To be used in assessment

21 low	• Fits together, flows • Meets most of the criteria against which the essay is assessed • Uses an academic tone in the writing style • Paragraphs are used to aid the structure, where one paragraph links clearly with the next • Synthesises research; joins relevant research together and uses this research to discuss themes, (rather than describing articles one after another) • Good flow; all links together, effective links between paragraphs • Coherent • Easy to read, not being descriptive or "blabbing on" • Inclusion of practical implications for the future
22 high	• Too wordy; includes sentences that don't have a clear meaning • Has some analysis, but at a basic level, e.g. perhaps limited to strengths and weaknesses of an article. Could extend thinking further along a line of discussion • Not easy to read • Little critical analysis • Less relevant or outdated references, missing more obviously relevant references

NTU

Co-creating assessment criteria:
Learning points for me:

- Students can articulate criteria, e.g. critical thinking, understanding and demonstrating this are much more difficult!

- You get more *meaningful* criteria

- Challenges: Students can prioritise tutor feedback over peer/self feedback

- It is effortful for students, requiring real thought and work, and may not be popular

21 low	- Fits together, flows - Meets most of the criteria against which the essay is assessed - Uses an academic tone in the writing style - Paragraphs are used to aid the structure, where one paragraph links clearly with the next - Synthesises research; joins relevant research together and uses this research to discuss themes, (rather than describing articles one after another) - Good flow; all links together, effective links between paragraphs - Coherent - Easy to read, not being descriptive or "blabbing on" - Inclusion of practical implications for the future
22 high	- Too wordy; includes sentences that don't have a clear meaning - Has some analysis, but at a basic level, e.g. perhaps limited to strengths and weaknesses of an article. Could extend thinking further along a line of discussion - Not easy to read - Little critical analysis - Less relevant or outdated references, missing more obviously relevant references

NTU

Co-creating: Assessment Topic

Why not allow students a choice to explore a topic covered on the module or to agree a relevant topic that they are interested in?

Benefits

• Less prone to plagiarism than one topic
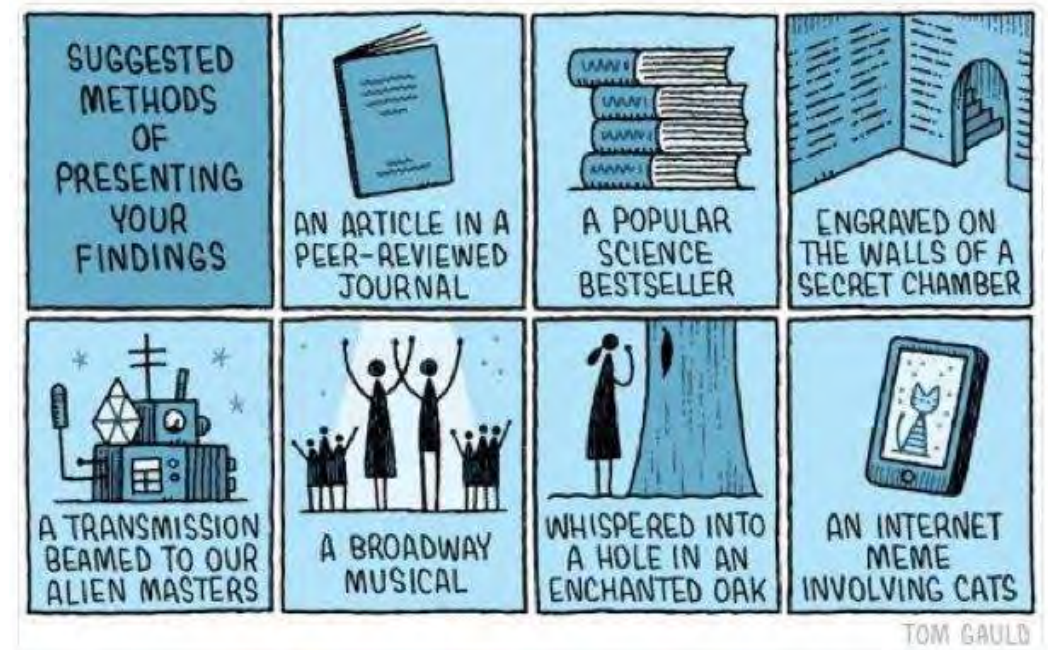
Co-creating assessment topic
Learning points for me

- Students with less academic reading experience, can find identifying and finding an interesting topic difficult. (key information literacy skills here!)

- Not all students are heavily interested in the academic aspect of their course! (yet!)

- Those students with coaching experience, could perhaps see the relevance of some of the topics more clearly; e.g. micropolitics for an elite swim coach

  - Too much choice, was too much for some students

  - Suggestions

  - Provide a smaller range of topics, with starter articles

Co-creating assessment : Type

- Why not allow students to evidence the learning outcomes in different ways

- E.g. for two overarching outcomes of
  - Demonstrate an academic understanding of a relevant coaching topic
  - Demonstrate an ability to apply it to practice

- A range of types of evidence could be assessed

Co-creating Assessment Type: Examples

- A *presentation* on
  - "Ways in which business coaching can inform sports coaching"
- A *small group learning activity* on
  - "Improving debriefing: recommendations for coaches"
- A *research summary* aimed at a sports governing body on
  - "Addressing the under-representation of Black and Minority Ethnic individuals in coaching"
- An *auto-ethnography* on
  - "a female coach's experience of formal coach education"
- A *presentation* with audio on
  - "The importance of micropolitical literacy for elite coaches"

🏳 📧 **Motivational Speeches .pptx** (3.07 MB)
🏳 📧 **Athlete Welfare and Emotional Abuse.docx** (24.24 KB)

🏳 📧 **Coaching Podcast.wav** (50.63 MB)

🏳 📧 **Micropolitics presentation.odp** (495.29 KB)

NTU

Co-creating Assessment Type:
Learning points for me

- Most students opted to complete a written piece

- **Perhaps due to the way they scheduled their assessments "I've got to do this for next week"**

- Not everyone embraces choice

- Too much choice can be too much

Co-creating: knowledge?

- Involving students as partners could help to emphasise that their ideas are important, and that they can have critical, creative ideas to create knowledge

- They often report

- "But I'm not allowed to put in my ideas…"

- "But I can only put in ideas that someone else has said, and reference them…"

You wont like me when I'm mad…
Because I always
back up my rage with facts
and documented sources

-The
Credible
Hulk

NTU

HEA links

- https://www.heacademy.ac.uk/system/files/resources/hea_framework_for_partnership_in_learning_and_teaching.pdf

- https://www.heacademy.ac.uk/knowledge-hub/engagement-through-partnership-students-partners-learning-and-teaching-higher