

Working in partnership with students

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

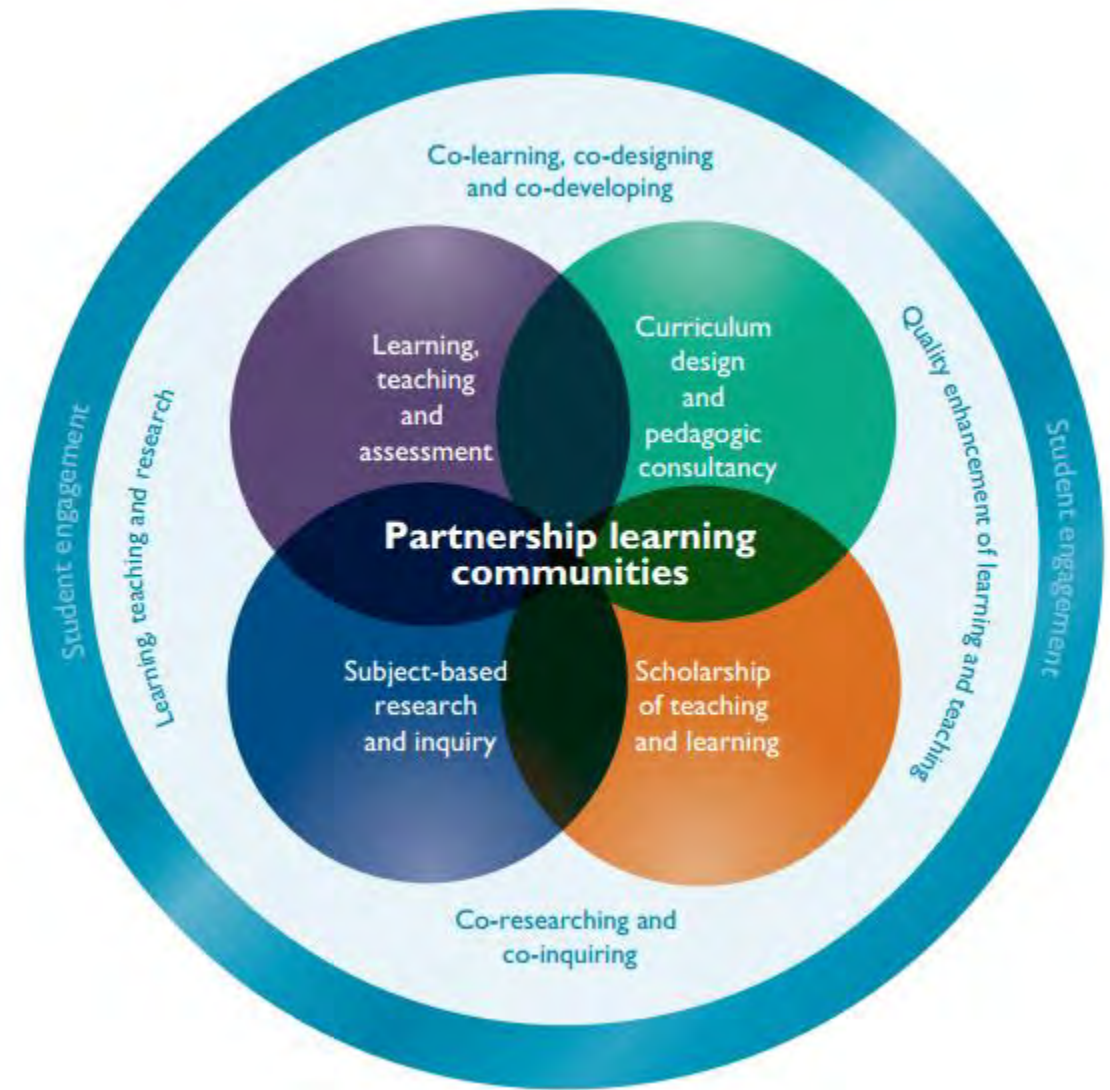
Introduction

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

The screenshot shows the NTU NOW online workspace for the B.Sc. Coaching and Sport Science course. The top navigation bar includes 'My Home', 'SPES002/004 B.Sc. Co...', and user information for 'Stuart Jolly'. The main header features the 'NOW NTU ONLINE WORKSPACE' logo and the course title 'SPES002/004 B.Sc. Coaching and Sport Sci FT/SW 201617'. A secondary navigation bar contains 'Content', 'Dropbox', 'Edit Room', 'More', 'Student Dashboard', 'NTU Email', 'Timetable', 'My Tools', and 'Help'. Below this is a horizontal menu with categories: 'Home', 'Your course your voice', 'Study support and advice', 'Gaining coaching experience', 'Assessments and feedback', and 'Employability and Graduate Careers'. The main content area is divided into three columns. The left column has a pink header 'B.Sc. Coaching and Sport Science' and a vertical list of menu items: 'Home', 'Your course your voice', 'Study support and advice', 'Gaining coaching experience', and 'Assessments and feedback'. The middle column has a 'Welcome' heading and a paragraph: 'This frontpage provides key information on the course. For more information access the contents section of the course NOW page'. Below the text is a photograph of two people, one wearing blue gloves, working together. The right column has a 'Tweets by @drstuartjolly' heading and a tweet from 'Sports Coach UK @sportscoachUK' with the text: 'How will you embrace & manage different perspectives within an analysis session. Read @researchhub summary: bit.ly/coachingtechno...'. Below the tweet is a link to 'Sports Coach UK Research Summary 40: Using Online Technology to Analyse Team Performance' with a small logo.

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

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

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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

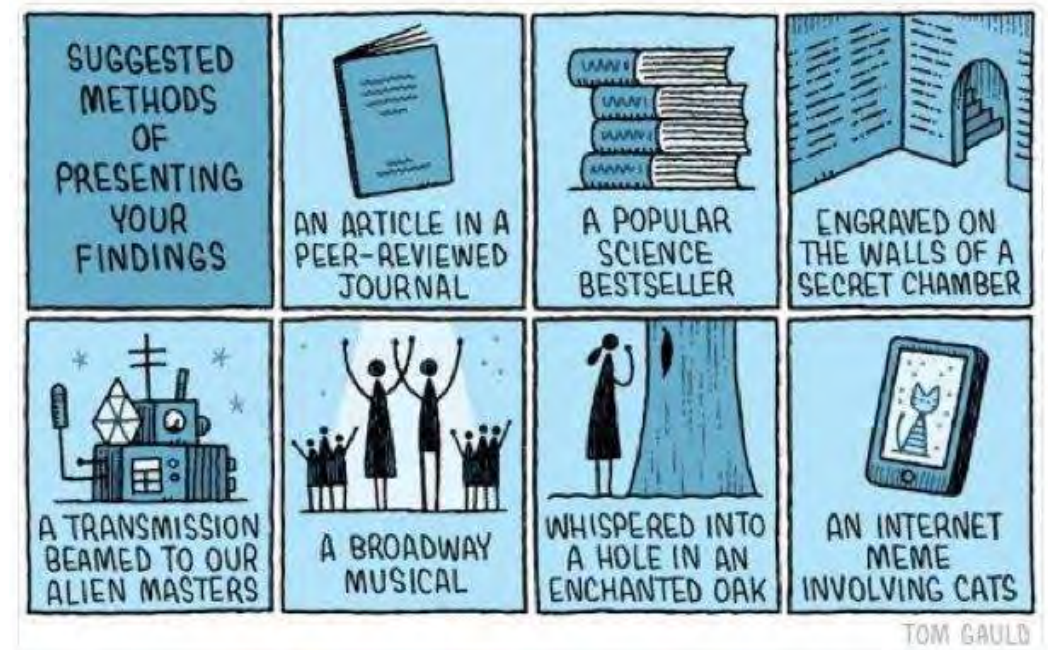
Learning points for me

- 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)

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...”



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>