

Students as Partners in Assessment (SaPiA)

Practising student partnership in assessment

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#SaPiA





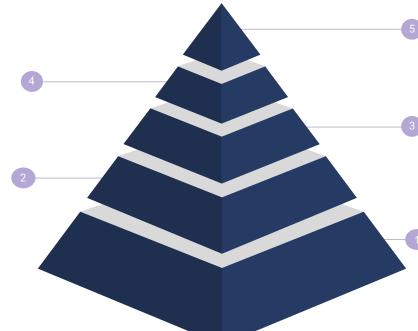
Access slides at https://bit.ly/dcu -sapia19oct

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Building partnership in assessment

Piloting partnership Supporting lecturers and students to capitalise on possibilities, including with technology

> **Based on evidence** Funding to conduct literature review and distill findings



Capturing impact

Ongoing evaluation, dissemination and refinement

Practical guidance

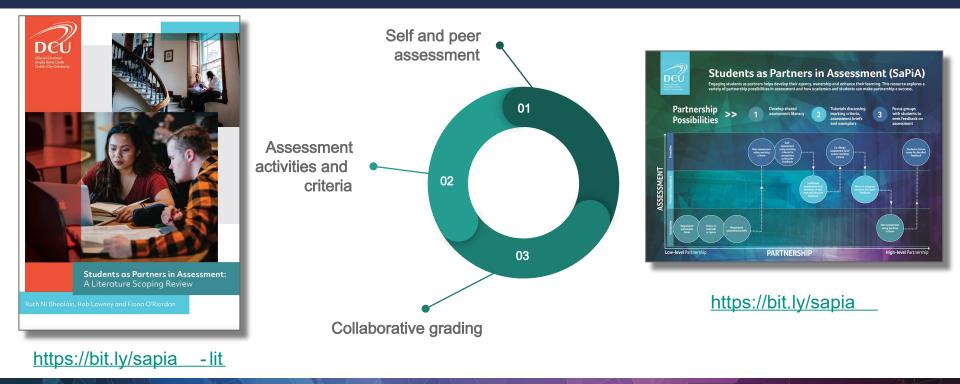
Broad framework of assessment partnership possibilities, echoing the ladder of student participation (Bovill & Bulley, 2011)

A partnership foundation Partnership between DCUSU and TEU to support lecturers and students

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Literature review > themes > framework



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Year 1 & 2 Pilots: subjects and approaches

Computer science	Choice in assessment mode and topic	Aviation	Co-creation of marking criteria and peer review
Economics	Peer review in student - led tutorials	Business	Peer assessment
Early childhood education	Choice of assignment, material, group composition, co - creation of grading rubric	Education	Choice of group project format and group peer review
French language	Peer review and peer assessment	Marketing	Peer reviews
Geography	Co-creation of quiz questions	Physical Education	Co-creation of rubric, choice of formats in e - portfolio
Human resources	Choice of topic with formative feedback	Science and Engineering	Group and individual peer assessment
Politics	Peer assessment of a peer's draft essay, before final submission	Social science	Choice of paper and presentation topic and submission date
		Sociology	Choice of essay and poster topic

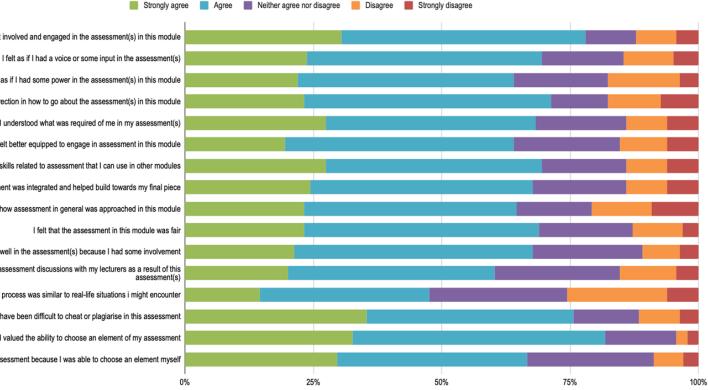
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SaPiA Year 2 (21-22) Student Responses



I felt involved and engaged in the assessment(s) in this module I felt as if I had a voice or some input in the assessment(s) I felt as if I had some power in the assessment(s) in this module I felt I received direction in how to go about the assessment(s) in this module I understood what was required of me in my assessment(s) I felt better equipped to engage in assessment in this module I feel I have developed skills related to assessment that I can use in other modules I felt my assessment was integrated and helped build towards my final piece I am satisfied how assessment in general was approached in this module I felt I performed well in the assessment(s) because I had some involvement I feel more confident in having assessment discussions with my lecturers as a result of this I felt the assessment process was similar to real-life situations i might encounter It would have been difficult to cheat or plagiarise in this assessment I valued the ability to choose an element of my assessment

I feel I performed better in the assessment because I was able to choose an element myself

Student quantitative responses to Year 2 survey (Spring 2022)

Student attitudes

- 78% of student respondents strongly agreed/agreed that they felt involved or engaged with the module because of the assessment partnership
- 82% of student respondents strongly agreed/agreed that they valued the ability to choose an element of their assessment
- 76% of student respondents strongly agreed/agreed that it would be difficult to cheat or plagiarise in the assessment approach used
- Where utilised, students enjoyed the provision of choice, peer assessment, broad topics, group work, and feedback

Seeing other students perspectives I loved being able to focus on one

The assessment was more interesting as it wasn't just sitting down and writing an essay, we were actually included and involved.

to focus on one specific area that was of interest to me

It was practical. I'll have to do it in real life

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