

Increasing student satisfaction and engagement with assessments:
What emerges when students develop their own assessments.



Nina Ginsberg
GELI/Griffith University



Artwork: Peter Fowler

I would like to acknowledge the Traditional Custodians of the land on which we are meeting and pay my respect to the Elders, past, present and emerging, and extend that respect to all Aboriginal and Torres Strait Islander people.

Who here is..

- Teacher/educator?
- Administrators/Manager/DoS?
- Researcher?
- Education Institution staff?
- Industry professional?
- Ministry of Education official?
- In the wrong room?

Why are we here?



Challenge: How to increase student satisfaction of assessments in relevant, measurable, practical and meaningful ways?



Consideration: Reframe current ways of thinking and doing assessments to encourage greater consideration for innovative negotiated assessments.

Setting the scene

ELICOS National Survey

International Student Survey (HE) Barometer

GELI - ELB 2018: Learning

- *Overall satisfaction* up from 88% (2016) to 92% (2018)

- Highest ratings for GELI were for

Teachers who I can understand

Good teachers

Friendly staff, Learning support

Online/virtual learning

Technology

Learning spaces

All over 96%

- *Marking criteria* (up from 88% to 90%)

- *Assessment* (89% - no change)



In class

What we teach

Week	Task
3	SQ3R Method for Critical Reading (Reading)
4	Journal Article Analysis (Reading)
5	Essay Introductions & Conclusions (Writing)
6	OP Group Preparation (Speaking)
7	Summarising & Synthesising (Reading/writing)
8	Reflection on Essay Draft (Academic skills)
9	Example Errors (Writing)
10	Developing Vocabulary (Vocabulary)
11	Critical Analysis of Text (Writing)
12	Your Future Language Needs (Speaking/Writing)

What we assess is what we 'value'

what is marked (teacher) =
is what is important (student)

What we assess

Criteria	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Task Fulfilment <ul style="list-style-type: none"> all aspects of the task addressed ideas indicate depth of knowledge about the issue/s a clear and consistent position maintained throughout academic conventions followed, including formatting & referencing interim feedback incorporated 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coherence & Cohesion <ul style="list-style-type: none"> structure of introduction and conclusion appropriate for an academic essay clear topic sentence and one main idea in each body paragraph ideas developed, supported and logically grouped in paragraphs appropriate mix and use of cohesive devices 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar <ul style="list-style-type: none"> accuracy of grammar range of sentence structures appropriate punctuation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary <ul style="list-style-type: none"> able to convey precise meaning and tone through choice of words range of appropriate vocabulary, including discipline-specific terms accuracy of spelling 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Main strengths:		Main areas in need of improvement:								

In class - student expectations

skills - assessments - results



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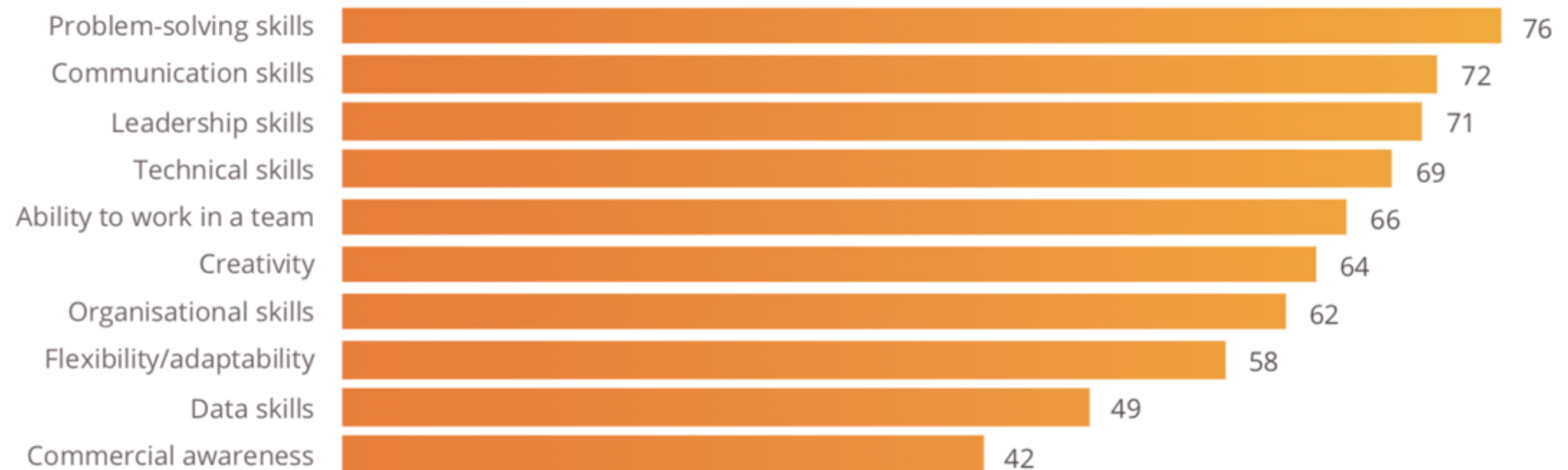
The skills that prospective students expect to be provided by their university closely reflect the skills they believe will make them employable, with problem-solving and communication skills most popular, while data skills and commercial awareness rank among the least in-demand. There are some differences between the two responses, with 75% believing that teamwork is a highly valued skills among employers, while only 66% expect teamwork to be taught to them by their university – this may suggest that prospective students believe that teamwork, while important, is a skill which is learned elsewhere than in an academic environment.



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Expectations – tutorials - employability

Which of these skills would you expect a university to provide you with to help you become employable?



Griffith Graduate Attributes



**Knowledgeable
and skilled, with
critical judgement**



**Effective
communicators
and collaborators**



**Innovative,
creative and
entrepreneurial**



**Socially
responsible and
engaged in their
communities**



**Culturally capable
when working
with First
Australians**



**Effective in
culturally diverse
and international
environments**

Applied literacies ▼

Career management ▼

Citizenship and social responsibility ▼

Collaboration and teamwork ▼

Communication ▼

Continuous learning ▼

Ethical thought and action ▼

Global and cross-cultural perspectives ▼

Innovative, creative and entrepreneurial ▼

Interpersonal skills ▼

Leadership and influence ▼

Negotiation and conflict resolution ▼

Organisational membership ▼

Problem-solving and decision-making ▼

Research ▼

Respect and capability with First Peoples ▼

Self-management ▼

Source: <https://www.griffith.edu.au/the-griffith-graduate#ts>

Industry changes afoot

12 March 2019

Student Experience as an Outcome: Performance-based funding in Australian higher education

Christopher Hill, Associate Professor, Faculty of Education, The British University in Dubai

Rachael Merola, Senior Researcher, OBHE

Australia has long debated using student outcomes as a metric for funding, including experimenting with performance-based funding for learning and teaching from 2005 to 2009. Even as public expenditure per student has declined, increased enrollment has made total public spend on higher education rise, igniting renewed interest in measuring graduate outcomes and value for money and linking results to funding. This is a difficult task; stakeholders have struggled to agree on which outcomes should be measured, how university performance can be tracked, and whether there is adequate and accurate data to do so. The reintroduction of performance-based funding, to be implemented in 2020, will use student outcomes as the criteria for funding increases.

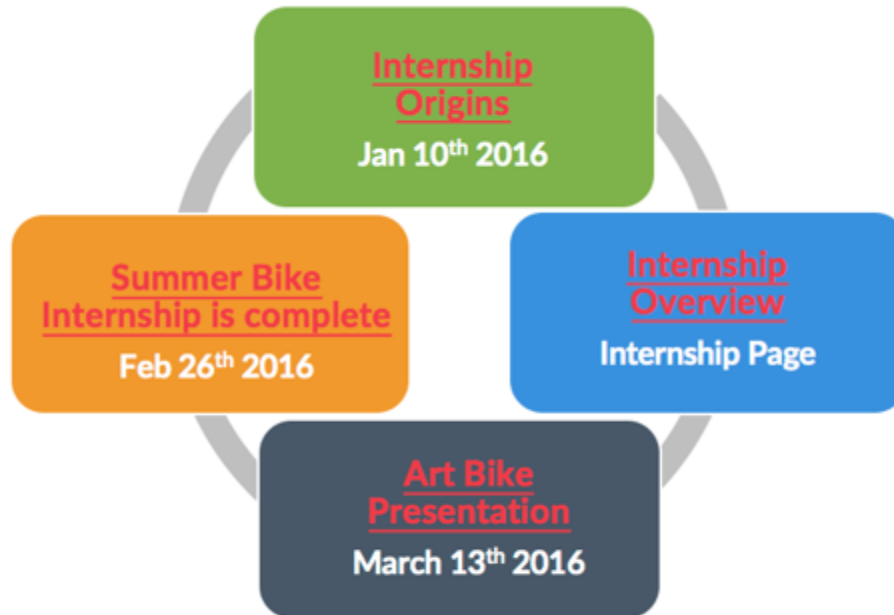
Source: http://www.obhe.ac.uk/documents/view_details?id=1102

Case Study: Bicycles Create Change Internship



- Independent, experimental, collaborative 8-week 'internship'.
- Explored how international students could consolidate, progress and apply English, academic, professional & personal skills in authentic and creative ways.
- Won the 2018 English Australia Bright Ideas Award (QLD).

The BBCI



8-week Internship
80-110 hours
January 4th - February 27th 2016



The amazing participants!



Gabriel



Juliet



Mauricio



Sachie

Theoretical Underpinnings

Key pedagogical theories embedded in BCCI

- Teaching-learning environments (Vermunt, 2007)
- 'To become more fully human' & explore what each knows and what they can teach each other (Freire, 2018)
- Scaffolding skills (Vygotsky 1987)
- Authentic capability guidance, participation & engagement (Billet, 2002)

A central themes

- connect with wider community
- suite of outputs and evidence
- promoting creative thinking and expression (Judkins, 2015)
- build on foundational English/Academic skills and competencies (GELI, n.d; Fenton-Smith, Humphreys, & Walkinshaw, 2017)


BCCI 8-week Program Overview

BCC SUMMER PROGRAM	Focus Week	Speaking	Reading & Writing	Listening & Note taking	Professional Skills	Individual
INTENTION	Preparation	Weekly Mentor Consult	Generating (Reflection) Journal	TED talk/s	Dream Job SWOT Expectations	Dream Job
	Week 1					
	Engage		Book -7 habits of highly effective people		Prof Skills - Individual Topic	Personal Profile
DEVELOPMENT	Week 2					
	Explore	Own Mentor contact & visit	Literature Review	Podcast/s	Prof Skills - Pair Topic	Project Planning & Schedule
	Week 3					
PRODUCTION	Develop		Blog posts	Documentary or ABC Radio National	Join Industry Association	MOOC
	Week 4	City Vox Pop Recycle Dreams Doco	1 2 3 4 5			
	Vision		First Semester Booklist & Course Outline	Project development documentation	CV development	Independent Project
ACHIEVEMNT	Week 5					
	Produce	Art Bike Public Demo		Up Close Academic Research	Job Description	Art Bike
	Week 6					
ACHIEVEMNT	Reflect		Letter of Recommendation	Public lecture	Cover Letter	Role/Title
	Week 7	Public Presentation				
	Consolidate					
	Week 8					

Sample of weekly schedule and work – Week 1

☆ Sachie

last edited by  Sachie 2 years ago

 Page history

Week 1 [ST Week 2](#) [ST Week 3](#) [ST Week4](#) [ST Week5](#) [ST Week6](#) [ST Week7](#) [ST Week8](#)

Week 1 Task	Resource	Time	Documentation	Comments
Y Create your own Generating Journal (folder, binder, notebook, etc) so that it is easy for you to note-take, collect information and add content as needed.		20mins	My Journal	
Y Create your own time management schedule so that you can track the duration, progress and various activities that you undertake – this is very important.		20mins	SachieTime Management	Hard to follow Need a better idea
Y Get a copy of <i>7 Habits of Highly Effective people</i> by Stephen Covey. Start reading and complete exercises.		2.5hours	Sachie's book	got copy
Y Look through Coursera for a MOOC that you are interested in undertaking and can complete within 7 weeks for your Individual portfolio	Sachie coursera	40mins		intercultural communication & conflict resolution
Y Your most current CV (you will need this by the end of the week and this is something we will be working on throughout the program)		30mins	Sachie CV	
Y Outline your dream job (with a list of roles and responsibilities) for when you complete your studies.		40mins	Sachie Dream Job	
Y Provide a SWOT (Strengths, Weaknesses, Opportunities, Threats) assessment of your professional skills/CV		40mins	Sachie SWOT	
Y Note down what you want to achieve out of this program and what are your expectations – also what happens if you do not complete tasks set?		5mins	Sachie My Expectation	
Y Start thinking and researching what job title you want for yourself for this summer program		45mins	Sachie Job Title	Program coordinator
Y Select a relevant TED talk from your field to listen and note take (you will need to bring your notes to share with the rest of the team at end of Week 1)	Sachie TEDtalks	1h		Independent diplomat: Carne Ross
Y Select a Professional Development skill you would like to present for your Individual Professional Skills Workshop (and confirm your presentation week)		40mins		intercultural communication
Y Thinking about a social issue you can apply to your art bike project		2h	Sachie Art Bike	gender inequality
Y Select what you would like to undertake for your Independent Project (I have some individual suggestions for you regarding this if you would like some assistance with this)		5h	Sachie Independent Project	crowdfunding
Y Prepare to contact your weekly mentor by: <ul style="list-style-type: none"> o Write a one paragraph summary of yourself (background) – this will help you write your personal profile later on) o Reasons why you want to pursue your major/your industry o 2 basic introduction questions you would like to ask you mentor By Wednesday week 1, text your mentor (as per instructions attached – please read carefully).		50mins	Sachie Mentor Preparation	Jenny

question with expectation of answer
→ can be miscommunication

5 components that constitute a design framework

My expectation
1. What I wanna accomplish
↑
intention

Independent project (activities)
Workshop, MOOCs, Mentor visit, Art etc, crowdfunding
be responsible to myself, business experience
understand what we do in business
Plan project by myself and do (be responsible)
Improve English
Make my CV bright
Ready for working
Good manner & strategy in workplace
Critical thinking in workplace

2. What I wanna do or know
regarding to 0.3
look back on last week and see if I improved or achieved sth I want to (reflection)

3. how we assess

4. Aspects of good work/study
Critical thinking!!!
(how we think, combine, evaluate, make questions)
effectively collaborate with others

My approach
5. way of improving our professional development activities & procedures
reflection (discuss weaknesses and come up with strategies)
search on the Internet (refer to others / good models)

How we proceed from "here" → week 2
more active choose what to do by myself, think of purpose

Responsibility
who are responsible for what next week?
Not decided yet for Exhary Forum
Everyone is responsible for doing tasks

Mission Statement participants

Week 3: 10 Employability skills

Week 1 & 2

- Reliability: always be on time, finish tasks, smiling, not just do tasks but work hard
- Self management: be on time, do the tasks fully, be consistent in my behavior toward collaborators & me, critical & professional behavior to prevent feeling a stress, should be organized but manage time, what I need to spend longer time, low initiative or no self-motivation

Week 3

- Self management: be on time, do the tasks fully, be consistent in my behavior toward collaborators & me, critical & professional behavior to prevent feeling a stress, should be organized but manage time, what I need to spend longer time, low initiative or no self-motivation

Week 3: 10 Employability skills

An Introduction to Intercultural Communication
FRID E JANOT 2018

- anxiety: don't know what to be expected to do → avoid interaction
- miscommunication: arising from lack of understanding of other culture
- ethnocentrism: see others' behavior in our culture → try to understand in context of other culture
- stereotype: refer to positive & negative judgement
- prejudice: irrational suspicion
- stereotype? cultural sensitivity?
- assuming stereotype is true (when it's not true / any individual)
- make a belief people at risk
- stereotypes distance individual → lower performance
- willing to change their attitudes even when presented with new conflicting info

1: Working your way backwards

Week 1: Dream Job SWOT & [Dream Job](#)

- Find your dream job
- Skills, desirables, responsibilities
- Compare with your CV - gaps
- In next 8 weeks – 3 actions
 - Skill
 - Knowledge
 - Experience
 - Network
 - Industry body/Affiliation
 - Role within BCC - Title

What's it like to be an Information Technology Support Officer?

IT Support Officers monitor, maintain and provide technical assistance for organisations' IT systems. They also support system users through remote desktop software, email and telephone conversations.



Tasks and duties

- Technical user support.
- Assessing issues and prioritising accordingly.
- Network administration.
- Hardware and software installation.



Autodidactic learning

Goal setting	Integrity
Networking	Leadership
Judgement	Prioritizing
Workplace familiarization	

3 Assessments



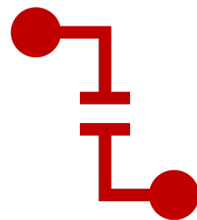
Work your way backwards

- 5 - Scale target, peer feedback & reflection
- Individual and group
- Students developed further - a 'target' for each:
 - engagement
 - learning
 - timing
 - resources
 - usefulness
- Discussion of PMI then reflection (written/video)

2: Pivots

Week 3: Own Mentor Contact & Visit

- Find an industry mentor
- Contact and arrange a meeting



Autodidactic learning

Trial & Error Rejection Project

Resilience Flexibility

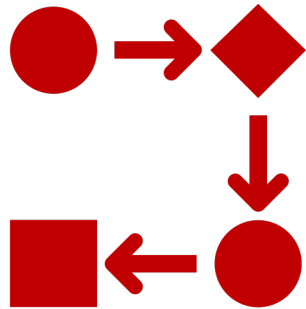
Multi-modal

Focus on process – not outcome



3 Assessments

- Feelings register
- Pivot Analysis (5)
 - Number of pivots
 - Type of pivots
 - Most/Least effective – phrases & ‘keys’
 - (people, resources, strategies)
 - Appropriateness
 - 3 T’s: task/time/temperament
- Track/document the pivots
 - Process vs Outcome – some asked mentor for FB
 - Reflection/Discussion



3. Most Significant Change

Task – Week 8: Review

What is the most significant change?



Indicators for change	
Themselves as individuals	Academic, professional, personal, community, other...
The peer group they belong to	Friends, Uni friends, 'academic peers' = tribe building
The professional industry	Trends, updates, changes, themes One person changed mind!
The community as a whole	Community/global citizen

- Individual/Peer
- Depth/detail of analysis
- Documenting/output

SO WHAT?? More lifeskills, competencies & attributes

Queensland Government.
Capability and Leadership Framework.



Leadership competencies for Queensland



Vision

- **Leads strategically**
Thinks critically and acts on the broader purpose of the system
- **Stimulates ideas and innovation**
Gathers insights and embraces new ideas and innovation to inform future practice
- **Leads change in complex environments**
Embraces change and leads with focus and optimism in an environment of complexity and ambiguity
- **Makes insightful decisions**
Makes considered, ethical and courageous decisions based on insight into the broader context



Results

- **Develops and mobilises talent**
Strengthens and mobilises the unique talents and capabilities of the workforce
- **Builds enduring relationships**
Builds and sustains relationships to enable the collaborative delivery of customer-focused outcomes
- **Inspires others**
Inspires others by driving clarity, engagement and a sense of purpose
- **Drives accountability and outcomes**
Demonstrates accountability for the execution and quality of results through professionalism, persistence and transparency



Accountability

- **Fosters healthy and inclusive workplaces**
Fosters an inclusive workplace where health, safety and wellbeing is promoted and prioritised
- **Pursues continuous growth**
Pursues opportunities for growth through agile learning, and development of self-awareness
- **Demonstrates sound governance**
Maintains a high standard of practice through governance and risk management

Self-Assessment Proforma

CLF 1

1. Supports strategic direction	Capabilities required for role			Current level of capability			Priority for development
	Less significant	Significant	Essential	Needs significant development	Needs development	Confident	
1.1 Supports shared purpose and direction <i>Supports the organisation's business objectives. Follows supervisor's direction. Recognises how their work connects to others.</i>							Select
1.2 Thinks strategically <i>Understands the work environment. Shows an awareness of issues that may help or hinder their work.</i>							Select
1.3 Harnesses information and opportunities <i>Knows who to ask for help. Asks questions to resolve issues. Checks to see what information can be given to others.</i>							Select
1.4 Shows judgement, intelligence and commonsense <i>Refers problems to supervisor. Looks for ways to improve work practices.</i>							Select

2. Achieves results	Capabilities required for role			Current level of capability			Priority for development
	Less significant	Significant	Essential	Needs significant development	Needs development	Confident	
2.1 Identifies and uses resources wisely <i>Tells supervisor if work won't be finished on time. Uses their skills effectively.</i>							Select
2.2 Applies and builds professional expertise <i>Helps the team where they can.</i>							Select
2.3 Responds positively to change <i>Shares information with others. Can adapt and be flexible as things change.</i>							Select
2.4 Takes responsibility for managing work projects to achieve results <i>Finishes tasks as directed. Checks with supervisor that their work is satisfactory and gets help if they need it.</i>							Select

- Skills AND attributes
- Fundamental disconnect
- Prepare students for life
- Disservice
- Boring
- Not 'radical' – some change
- Stimulate your teachers
- What do students have to show for assessments?
- Could be an organizational L&T opportunity.....



Source: [Leadership competencies for Queensland booklet \(PDF, 254 KB\)](#)

Source: <https://www.forgov.qld.gov.au/workforce-capability-success-profile>

It is possible...



Associate Professor Jessica Vanderlelie, Academic Lead Employability, Griffith Health

CONTEXT

In the context of a capstone unit within the Health Science degree at Griffith University, a digital elevator pitch assessment task was introduced to enhance student's verbal communication skills when discussing their professional skills and perceptions of their strengths and areas for improvement. The Digital Elevator Pitch assessment task is designed to support students to reflect upon the skills, knowledge and experiences developed throughout their degree and link these to the Griffith Graduate Attributes. This assessment task was modelled off the 'Me in a Minute' activity that emerged at Deakin University through Professor Beverley Oliver's Assuring Graduate Capabilities Project.

Vanderlelie, J. (2018). Communicating Graduate Capabilities - Digital Elevator Pitch. Retrieved from <https://app.secure.griffith.edu.au/exlnt/entry/7230/view>

Takeaways...

Be (more) adventurous

Include real-life competencies

Student-driven engagement with assessments

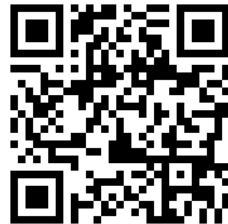


GELI DEP 7A Academic Superheros

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