Learning, Teaching & Assessment
SHOWCASE

OLLSCOIL TEICNEOLAÍOCHTA
BHAILE ÁTHA CLIATH

TU DUBLIN

TECHNOLOGICAL
UNIVERSITY DUBLIN

19.01.2024

Agenda

- 10:00 – **Welcome and Opening** (5034)

- 10.15 - **'Authentic Assessment Unpacked'**, Keynote with Prof. Lydia Arnold, Harper Adams University (5034)

- 11:15 – **Tea/Coffee, Poster Session & Micro-Innovation Snapshot Slideshow** (5050)

- 11:45 – **Parallel Sessions A**
  - **Inclusivity** (5032)
  - **Authenticity** (5038)
  - **Sustainability** (5050)

- 12:30 – **Parallel Sessions B**
  - **Inclusivity** (5032)
  - **Authenticity** (5038)
  - **Sustainability** (5050)

- 13.15 - **Lunch** Provided (1st Floor Canteen)

- 14.00 - **'Assessment Worth Talking About'** - Panel discussion with student champions and prof-ASSESS (5034)

- 15.00 - **'Micro-Innovation Snapshots'** (5034)

- 15:15 – **Close**

- **15:45 – Presentation of CPD Certifications for LTA programme graduates** (5050)

Welcome

Professor Brian Bowe

Head, Academic Affairs

Academic Affairs

Academic Governance	Academic Integrity	Education Innovation	Digital Education	
Assessment Regulations				Micro-credentials
Policy Development	Academic Information Systems	Quality Assurance & Enhancement	Learning, Teaching and Assessment	Graduate Attributes
Student Disciplinary Process				Student Voice
Reporting				

Learning, Teaching & Assessment

| Professional Development | LTA Support, Advice Resources | Education Development & Innovation Projects | Communities of Practices | LTA Affiliates & Associates |

Supporting 'Advance HE' Fellowships

Opening

Professor Mike Ahern

University Lead, NTUTTOR

N-TUTORR Showcase of Learning, Teaching and Assessment

https://www.transforminglearning.ie/

19/1/2024

https://www.tudublin.ie/explore/about-the-university/academic-affairs/ntutorr/

Transforming Learning

National Technological University Transformation for
Resilience & Recovery

- NTUTORR is a major €38 million learning and teaching project. This project aims to deliver transformative change for the technological higher education sector by providing a rich digital learning ecosystem to transform the learner experience and develop the capabilities of all staff. The project also places a key focus on Sustainable Development Goals (SDGs) and on key challenges arising with respect to equality, access, community and climate change. Completion date is Dec 2024.

Partners & Funders

Funded by the European Union — NextGenerationEU

WHO?

The following is the NTUTORR team as it currently stands:

- Mike Ahern, Project Lead
- Roisin Murray, Student Empowerment Lead
- Heidi Kelly Hogan, Sustainability Education & Engagement Lead
- Cormac Allen, Digital Campus Lead
- Jennifer Harvey, Staff Development Lead
- Fiona Farrell, Digital Curriculum Designer
- Margaret Davis, Admin Support and PA

N-TUTORR

3 Streams of Activity

1. Transform the Student Experience through learner empowerment (Student Empowerment)

2. Transform Learning, Teaching and Assessment by Developing Staff Capabilities (Staff Development)

3. Enable Digital Ecosystems to transform Learning, Teaching and Assessment (Digital Campus)

Plus supporting WP of Programme Management Office
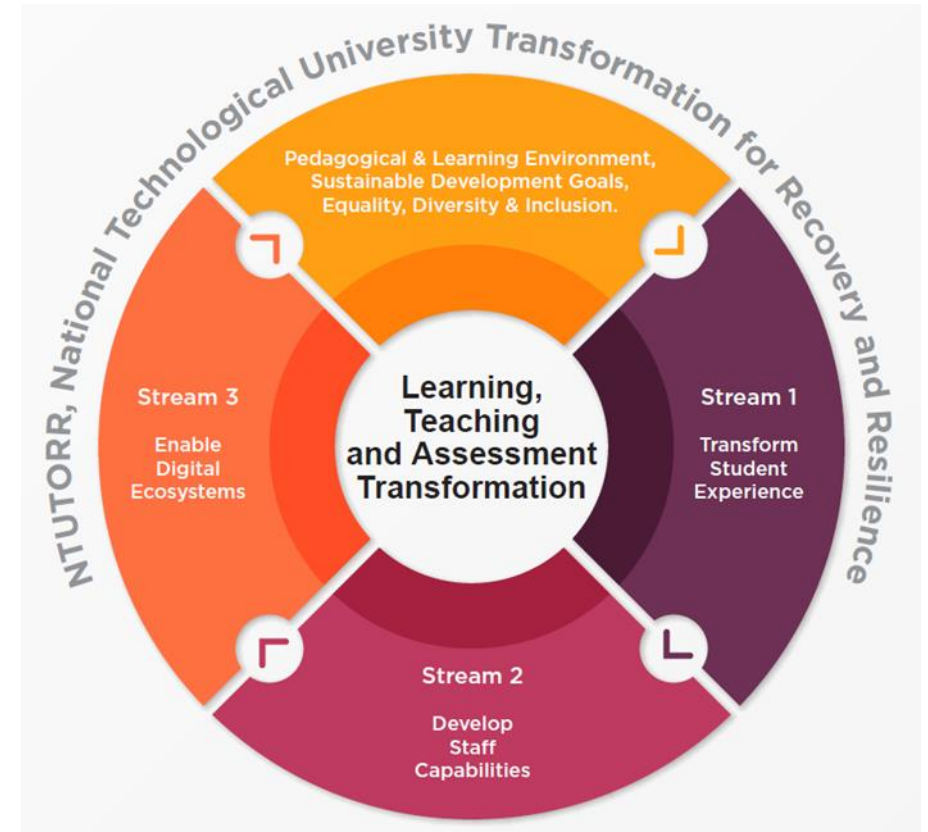
N-TUTORR

Six Core Themes

- **Digital Transformation**

Enabling transformation by implementing digital ecosystems to support T, L & A

- **Universal Design for Learning**

Supporting an improved student experience across the technological higher education sector by promoting more flexible methods of teaching and assessment

- **Education for Sustainability**

Supporting a culture of change across the sector, integrating the UN Sustainable Development Goals in the delivery of the project.

- **Academic Integrity**

Equipping staff and students with the tools to ensure honesty, trust and fairness in teaching, learning and assessment in the context of rapid technological advancements

- **Equality, Diversity and Inclusion**

Fostering an inclusive, diverse, safe and respectful culture across the technological higher education sector

- **Employability**

Empowering students to be successful after graduation and throughout their working lives

Thank you

Authentic Assessment Unpacked

Professor Lydia Arnold

Authentic Assessment Unpacked

Professor Lydia Arnold

Dublin, 2024

@LydiaJArnold | lydiaarnold.net | <u>LinkedIn: lydiajarnold</u>

Harper Adams University

Who am I?

- Harper Adams (home of HKVS)

  - Engineering, Food Sciences, Business, Land Management, Valuation

- Developer, Blogger and Tweeter

- Action research, authentic assessment, ed tech, curriculum

- Lenses – Leader, manager, lecturer, parent

- Acknowledgement - the conditions

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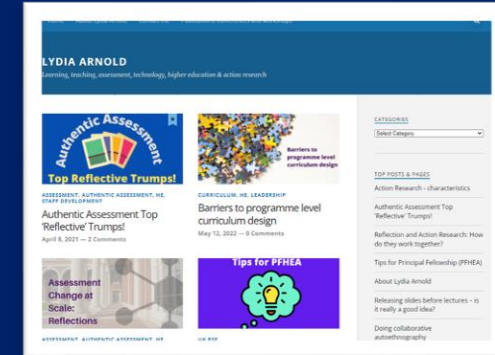
This session

- Explore the changing **context**

- Explore and challenge the **concept** of authentic assessment

- Identify some of the **benefits and challenges**

- Consider links to **AI**

- **Share examples**

- Reflect on **what might 'work' for you**

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Word of the year 2023: Authentic

Ask colleagues ….

Real world	**Like work**	**Projects**	**Uncheatable**
Creative	**Anything that's not an essay, report or exam**	**Something students want to do**	**Like students would do after graduation**
	Makes a difference	**Involves student choice**	**Must engage [i.e. no faking good]**

Harper Adams
University

Ask students ….

- What is authentic assessment

- Wake et al (2023)did some work with students and needed to explain / define this concept in the study

- Is it immediately accessible?

What is authentic learning?

1. Authentic to employability (real, like **work**)

2. Authentic to discipline (growing in **discipline**)

3. Authentic to **self** (*as I wish to become)*

Relevant to me, us and them

But what is relevant? e.g. What is relevant to a scientist

who may aspire to work in tech in 2023?

Features of authentic assessment
(Ashford-Rowe, Herrington and Brown, 2014)

1. Challenge to the student

2. Performance or product

3. Recognisable as authentic by a stakeholder

4. Transfer of learning (between contexts or combinations)

5. Metacognition (reflection, self assessment and evaluation)

6. Fitting of environment and tools*

7. Discussion and feedback*

8. Collaboration

James Croxford (2023)

11 Papers reviewed

Features of

definition located

Future career (real-world) relevance	10
Problem complexity and higher order cognitive skills	9
Social context and collaboration	10
Personal reflection	5
Communication and articulation of knowledge	3
Subject specific, and academic content	5

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What is authentic assessment?
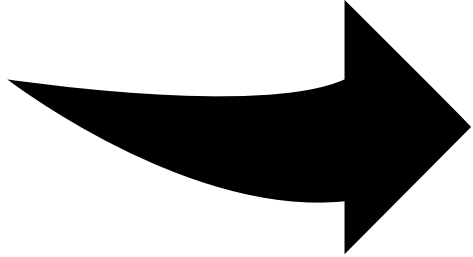
Relevant to future employment
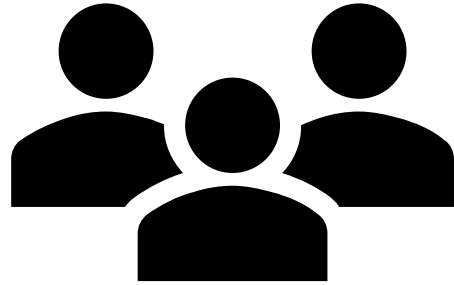
Relevant to the advancement of the discipline

Relevant to our collective future

Relevant to individual aspiration

- **Often mirrors real, complex challenges**

- **Results in diverse outputs**

- **Equips students to work with uncertainty**

- **Causes students to reflect meaningfully on their learning**

- **Focus on 'process' as well as product**

Provocation: Time to stop talking about authentic? Is it over?

Enjoyable

Interesting

Creative

Collaborative

Reflective

Discipline based

Professionally aligned

Active

Impactful

???

Benefits

"students tend to engage more deeply, and potentially achieve higher marks overall, when they are provided with assessment activities requiring them to go well beyond what traditional approaches required" [Brown and Sambell 2023]

Assessment for learning	Motivating for students	Higher order cognitive skills
Develops a wide range of skills	Interesting and rewarding for staff	Helps fight cheating*
Can feed into real world challenges when paired with industry	Maybe rich in wider attributes as well as content learning	Can inspire teaching approaches

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Challenges

Risk of utilitarian narrative (remember self)	**Time in preparation**	**Do subjects align with a career?**	**Support needs to be aligned**
Out of touch versions of authentic	**Facilities can be limiting**	**Regulations (perception)**	**Loss of control**
	Glossing adds complexity	**Phsycological Safety and comfort (Wake et al, 2023)**	

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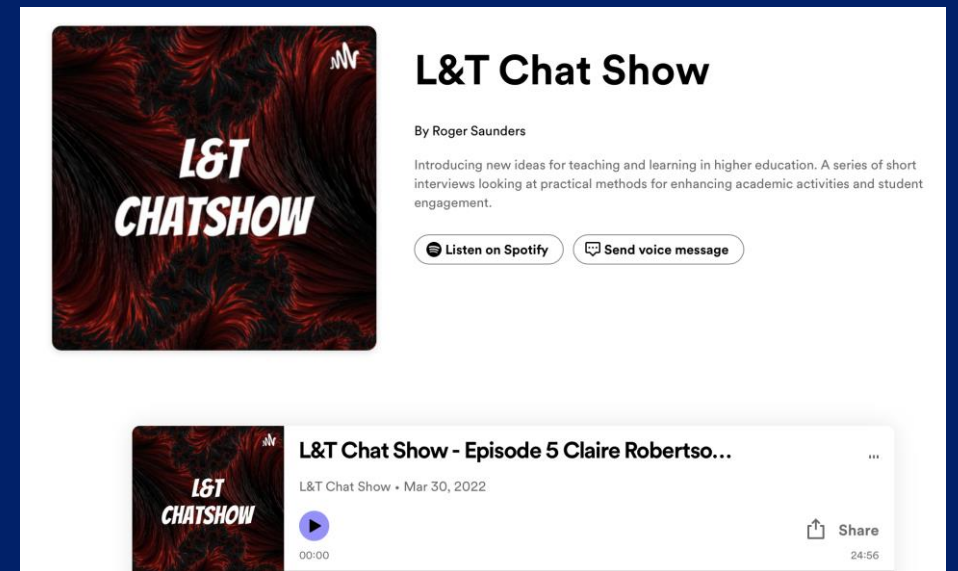
Example: Trade Show and Exhibition

• Students undertake a product development design challenge

• Student groups 'sell' their product to industry

• Industry guests can only purchase one, but can express interest in others

• A portion of the marks are directly related to whether students 'make a sale'

Submitted by: James Croxford

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Live Project

- Student projects

- Pair with local organisations

- Create and manage video products

- Team function (team problems)

- The pedagogy of facilitation

- Marked by process and product and meta-reflection

- Exhibition

- Submitted by: Emma Tappin

Examples matter

21. Talk like TED

Challenge ⭐⭐⭐⭐
Product/performance ⭐⭐⭐⭐
Transfer of knowledge ⭐⭐⭐
Metacognition ⭐⭐⭐⭐
Recognisable by stakeholders ⭐⭐
Fidelity ⭐⭐⭐
Feedback/discussion ⭐⭐⭐
Collaboration ⭐⭐⭐

Ask students to 'offer a talk' along the lines of a Ted [talk]. [They] can be supported to tell a valuable story about their [topic]. [They] engages their audience, building a narrative. They [tell a] topic that inspires them. Recognising that not all s[tudents want to be] in front of camera – students can be offered a nu[mber of] presentation possibilities e.g. a live talk to peers [or] home-made green screening techniques or an[imation or] a visual only side deck with a voice over. Stud[ents can get feedback] on a range of aspects including technical co[mpetence,] (especially story structure), creativity, and p[erformance. This] is an opportunity for students to undertake [reflection on their] own performance after peer feedback has [been given.]

TED

31. Online Talking Heads

Challenge ⭐⭐⭐⭐
Product/performance ⭐⭐⭐⭐
Transfer of knowledge ⭐⭐⭐
Metacognition ⭐⭐⭐
Recognisable by stakeholders ⭐⭐⭐⭐
Fidelity ⭐⭐⭐
Feedback/discussion ⭐⭐⭐
Collaboration ⭐⭐⭐⭐

Role play can be high pressure, and may not allow the time between interactions that is likely to be part of many real-world situations. A talking head role-play takes place in an online forum. Each member of a group is given a role – in a planning situation it may be Parish Councillor, County Council Planning Officer, Environment Agency Officer and Housing Authority Representative. in an educational scenario it may be parent, teacher, student, governor. A scenario is provided and each member of the group makes contributions to resolve the issue using only their character's position. Contributions can be researched in-between responses. This can be used across disciplines from Talking Philosophers to Social Care.

Could you make a discipline set?

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Transparency in Assessment: Institutional Glossary

Opinion piece – a piece of writing which sets out a position on a complex topic. This may involve an evaluation of evidence and experience and the formulation of personal perspectives.

Observed structured clinical examinations (OSCE) - a practical test in a clinical situation

Observed structured practical examinations (OSPE) - a basic practical test which occurs before students move to a clinical setting.
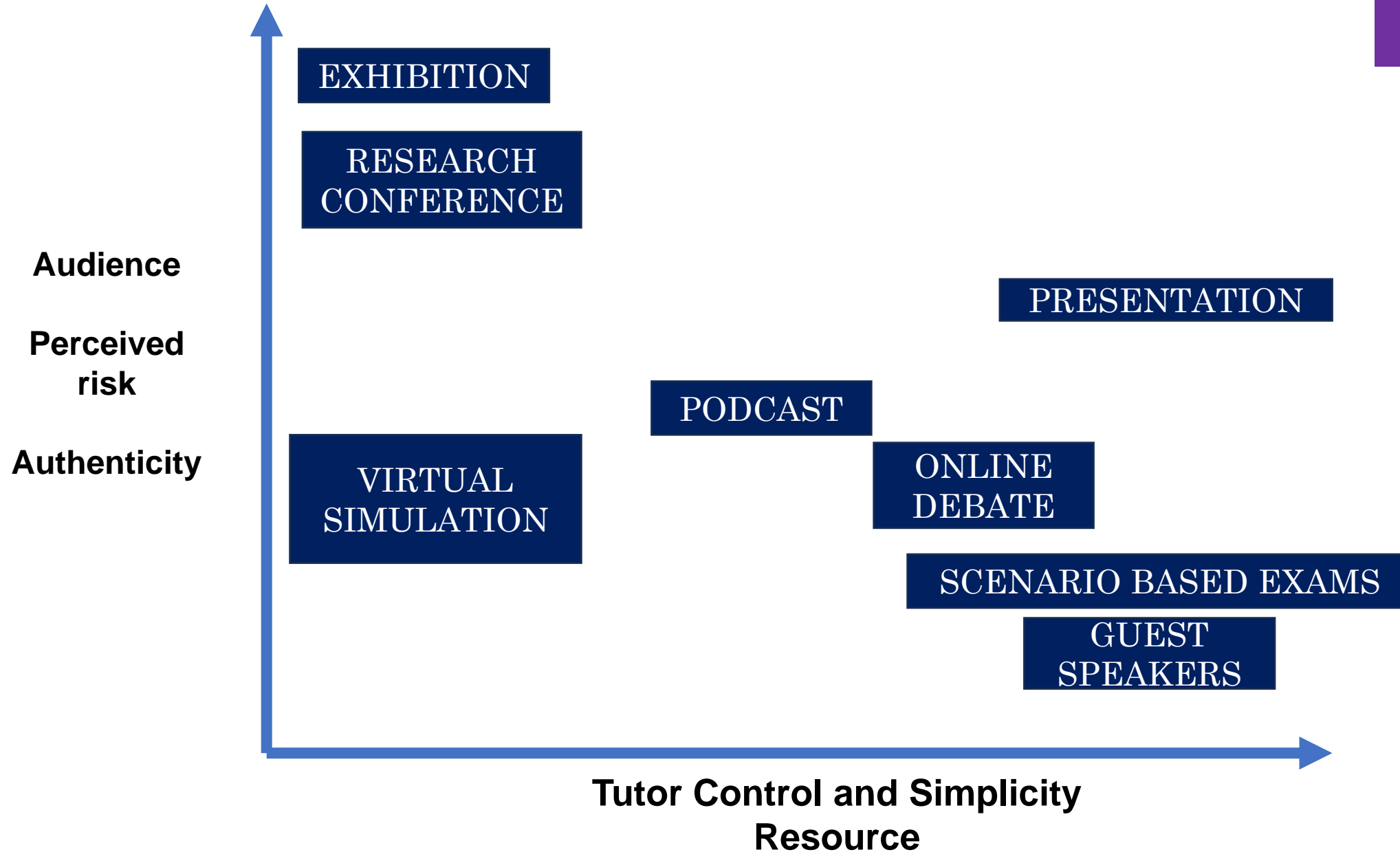
Lightening talk – short presentation of, for example six minutes. This may or may not include visual resources such as slides. Because of the high intensity of this format it is necessary to plan an alternative format e.g. a pre-recorded version as well as a live option.

Personal development plan – a review of individual strengths and areas for development; may link to specific employment goals and/or wider life aspirations and interests. This may be extended to link to a record of personal development showing learning from a range of sources.

Poster presentation – a poster or infographic is created and shared with an audience through a live or online event or publication

Challenges: A spectrum of authentic activity

Practice Nudges

Audience

Perceived risk

Authenticity

EXHIBITION

RESEARCH CONFERENCE

PRESENTATION

PODCAST

VIRTUAL SIMULATION

ONLINE DEBATE

SCENARIO BASED EXAMS

GUEST SPEAKERS

Tutor Control and Simplicity Resource

Nudges: What about exams?

- Triple jump

- Open book

- Simulation

- Multiple choice

- Practical examinations

BINARY CHOICES? AUTHENTIC ASSESSMENT VS TRADITIONAL

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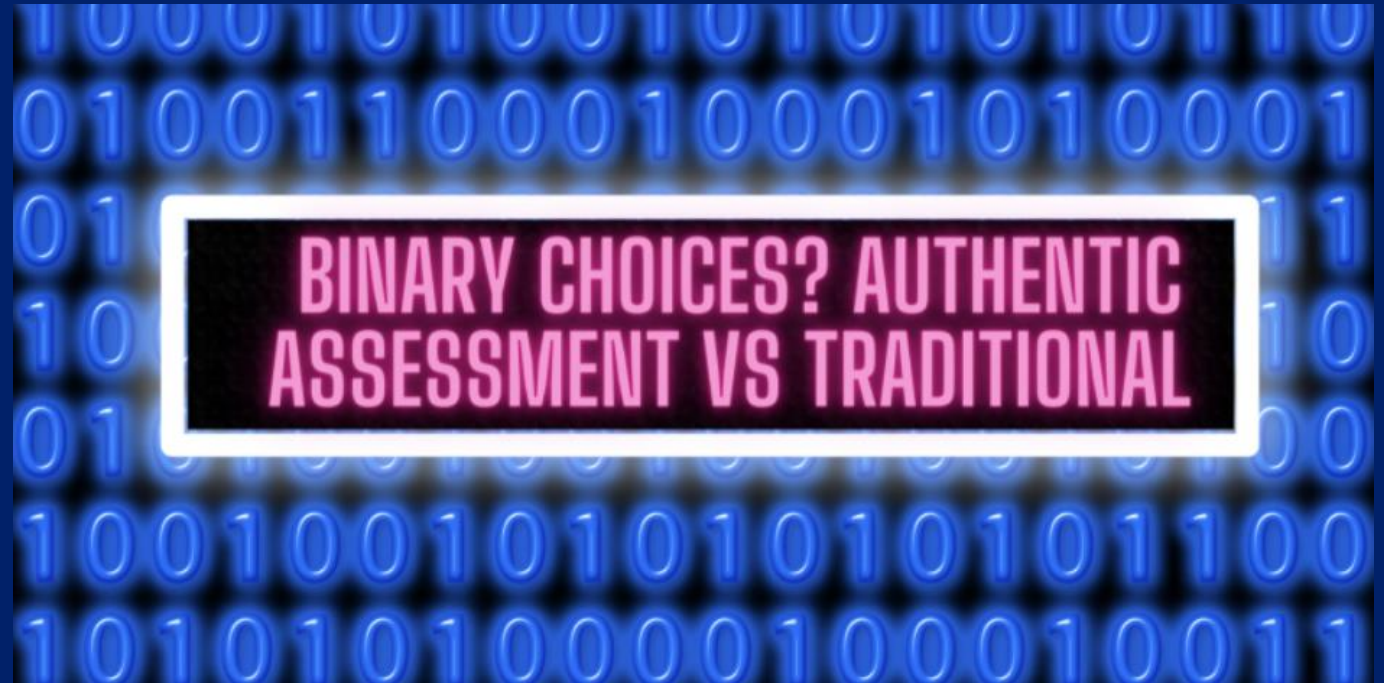
Cheating: A need to be critical

"this research provides a basis for caution to those who use authentic assessment design in the belief that it will assure academic integrity (Ellis et al. 2020, p. 13)

Cheating/Plagiarism (see Bretag et al, 2019)

Authentic assessment perceived to assist

Little evidence – beyond 'common sense'

Students still perceive cheating and possible

Less likely when: Viva, in-class tasks, personalised and unique tasks, and reflections.

More about support, satisfaction and pressure.

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Add to this AI

Tools such as ChatGPT, which can produce entire essays and projects with minimal input (if any) from students, have dramatically increased the risk of cheating. Our new report concludes that written exams have now become more important than ever

EDSK

Examining exams

Are there credible alternatives to written examinations?

Tom Richmond and Eleanor Regan

April 2023

sky news

Home | UK | World | Politics | US | Climate | Science & Tech | Business | Ents & Arts | Travel | Offbeat | More

ChatGPT will make marking coursework 'virtually impossible' and shows exams 'more important than ever'

ChatGPT is posing entirely new plagiarism challenges for teachers, and some schools and universities in other countries have already banned it. In the UK, the growing accessibility of advanced AI has reopened the debate over the role of exams.

By Tom Acres, technology reporter

Friday 21 April 2023 03:59, UK

unesco · ChatGPT and Artificial Intelligence in higher education · Quick start guide

RUSSELL GROUP

Russell Group principles on the use of generative AI tools in education

Our universities are committed to the ethical and responsible use of generative AI and to preparing our staff and students to be leaders in an increasingly AI-enabled world.

The rise of generative artificial intelligence (AI) has the potential for a profound impact on the ways in which we teach, learn, assess, and access education. Our universities wish to ensure that generative AI tools can be used for the benefit of students and staff – enhancing teaching practices and student learning experiences, ensuring students develop skills for the future within an ethical framework, and enabling educators to benefit from efficiencies to develop innovative methods of teaching.

Valuable work undertaken by organisations such as the Quality Assurance Agency for Higher Education (QAA) and Jisc has helped develop the sector's understanding of the opportunities and considerations of generative AI [1,2], and the Department for Education (DfE) has set out its position on the use of generative AI in the pre-university education sector [3]. Russell Group universities have contributed sector-wide insight and have been proactively working with experts to revise and

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AI Approaches – initial conception (2023)

Secure	Detect	Enable
Return to exams and closed methods of assessment Emphasis on recall	Rely on detection and more technology to outsmart AI	Find ways of using the new technology landscape Critical and reflective use matters
Are there situations where this matters?	Is it ever possible to outrun AI with confidence?	**Can we really build a community of integrity?**

University of Flinders

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Staff perspective: Calvin

I can't prove it - there's no way, so I didn't do anything

I have spent weeks trying to develop new questions. I need time and space. This is transformative and that takes time.

Accusations are difficult when you can't prove - it wouldn't stand up

It is shifting me - I am thinking more about teaching and learning and less about assessment

Staff perspective: Joss

I pay for GPT 4 – it saves time in planning, I can make case studies for authentic learning and generate assessment ideas

It does take time, I find myself playing with AI in the evenings just to keep up.

I don't worry at all about learners using AI in my subject. I use a lot of portfolios and media, it is almost unthinkable that anyone could substantially use AI – we closely monitor assessment in that it is so integral to learning.

I think the impact varies by discipline, but we need a creative response. We all need to think about how knowledge is changing not just about what we can do to out-whit tech.
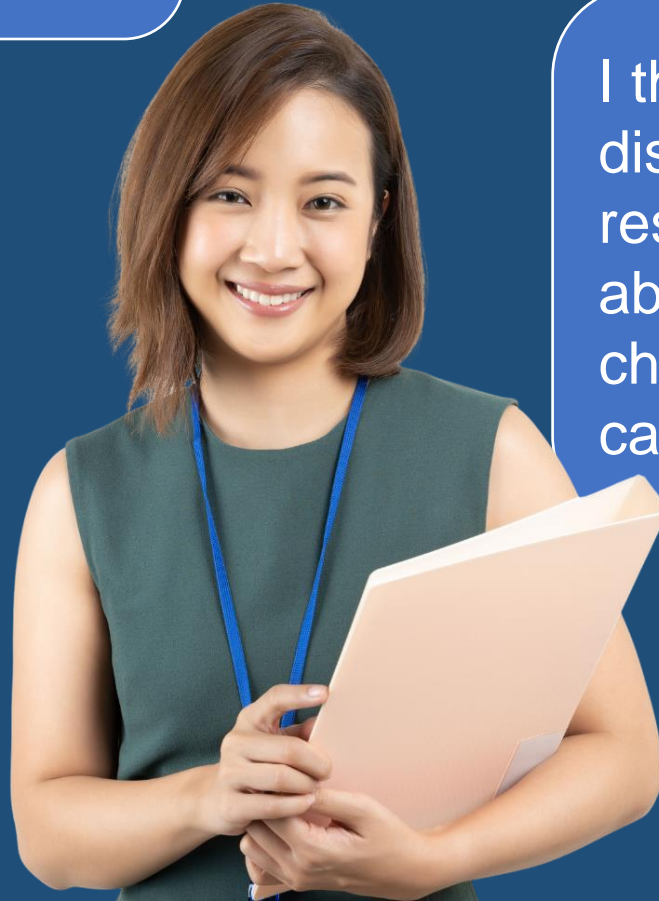
Student Insights on AI

- **Changing perspective** over time

- **Fear:** A disadvantage if I don't use it.

- **Use it with readings** – upload text and summarise this in five bullet points [PopAI].

- **Use it with interrogation of text** – critical review.

- **Helps generate ideas** that you can then follow up.

- **For note taking** AI helps get through more content quicker

- **Strong sense of boundary** - OK to reword. Is it?

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Student perspectives - Joe

I've never ever, ever taken anything that's written by AI and put it straight into an assignment. Use the ideas put forth by AI, maybe the basic points and principles, expand on that and find references that support that.

it was just such a really good aid. It's no different than talking to a peer. And saying, Oh, what did you write about?

Student perspective: Sammy

- With exams as the main type of assessment - **not a skill that's needed** [but what of the future?]

- **Set ways of working** and no time to invest in new ways.

- **Fear** of being accused of cheating

Student perspectives – Integrity and criticality

- **Fear of detection** is strong [despite our uncertainty]

- *Scared that 'they' see patterns of use and I get caught.*

- **Aware of limitations through lecturers**: It probably won't be up to the standard of person can academically, write.

- **Mixed understanding of limitations**: It's going to have any biases that the internet or humans already have, for example 'it will over-represent the ideas of white men'.

- **Ethics:** What are they even going to find out about me? Not worried about privacy.

It's no different than talking to a peer. And saying, Oh, what did you write about?

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When have you used AI more than you should?

- The over complex 'authentic' assessment

- The traditional assessment with too much pressure

- AI use is shaped by the conditions and assessment design.

- Makes the case for good design and support.

- Is inappropriate use much different than an essay mill?

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Student themes

- Varied views - stakes, professional standards, briefings, detection fear.

- Doing more [but why? … life, attention, mental health, something else?]

- AI as a learning tool not an assessment hack – **usually**

- Fuzzy at the boundary – where does academic integrity begin and end

- Frustration with too much assessment

- Unclear views on detection

- Ethics matter to some but not all

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Working logic…

- If students are focused on learning - AI is a tool to assist learning

- And if students focus on assessment - AI is a tool to cope/expedite/game

- **Cause students to focus on learning** and if we deal with known assessment problems to take away the drivers of poor practice

- **Well designed authentic assessments** have the potential to embrace AI by an extension of exiting principles

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Authentic and AI: The intersection

- Use of AI in creation

- Designing out cheating [?]

- AI as a 'literacy'

- Beware of claims – AA + AI

- Seek evidence

- Seek examples ….

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AI Examples – but the ethics are tricky

3. Consultant report: Professional Futures

Students can begin to explore the place of AI in their discipline or professional area. Ask students to research and imagine how AI may influence their future career. They may access current press articles, speak to others, and even look at tech trends data. This task may encourage students to think about trends and traditions in their discipline, as well as wider issues such as the place of technology in society, personal development, how they can harness new tools, and the pace of change. This type of task may be very unfamiliar to some students who may be less used to open questions; however working with uncertainty *is* an important attribute.

The task may be further developed by adding in discussions and forums, collaborative spaces, and gues... ... ...ction plan for skills development as well as a...

It can be presented in different... body on career futures, or a w...

Guidance needs to make clea... collaboration, or something e...

5. Personalized Interview

Students can use AI to generate practice interview questions for specific jobs or placements, by, for example, pasting job descriptions in to an AI platform.

After generating interview questions that align with a post, students can record a practice interview for a specific role to try out their presentation skills, th... ...sponse skills, and to encourage preparation for formal ...nters.

...emain critical of the questions that are generated, but ...y provide the feeling of questions being provided to ...situation.

...may also begin to build up a sense of how they can ...and what the benefits and limits of AAI are in this

1. AI Improver

Students generate an answer to a question using AI and then improve it using their own skills. Examples include creating a teaching session plan, a legal contract, a piece of art, a business plan, or a piece of music. This process emulates taking a short-cut in a real-world task – perhaps due to the time available.

The artefact can be improved using the student's own knowledge, skills, creativity and through further research. This task recognises the real benefit of using AI to complete tasks while encouraging criticality around the limits of the different technologies.

The submission can be in multiple parts e.g. The AI generated original output(s), the developed piece, and a commentary about how the student went about developing the piece (what decisions did they make, and why?). This can be done as an individual task or a group collaboration.

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Enablers of authentic assessment

Course design

- Backwards engineering (Outcomes driven)
- Programmatic thinking
- Preparatory support

Pedagogic outlook

- Alignment of approach
- Technology
- Feedback
- Risk appetite

Development of evaluative judgment

- Criteria
- Exemplars
- Dialogue
- Staff development

Institutional alignment

- Enabling regulations
- Supportive colleagues
- Dual professionals
- Resource
- Strategy
- Staff development

Programmatic thinking for pedagogy

- Programmatic design 'involves team decisions

- It builds 'more integration' (Jessop 2019, p43).

- Less risk of gaps?

- No surprises please!

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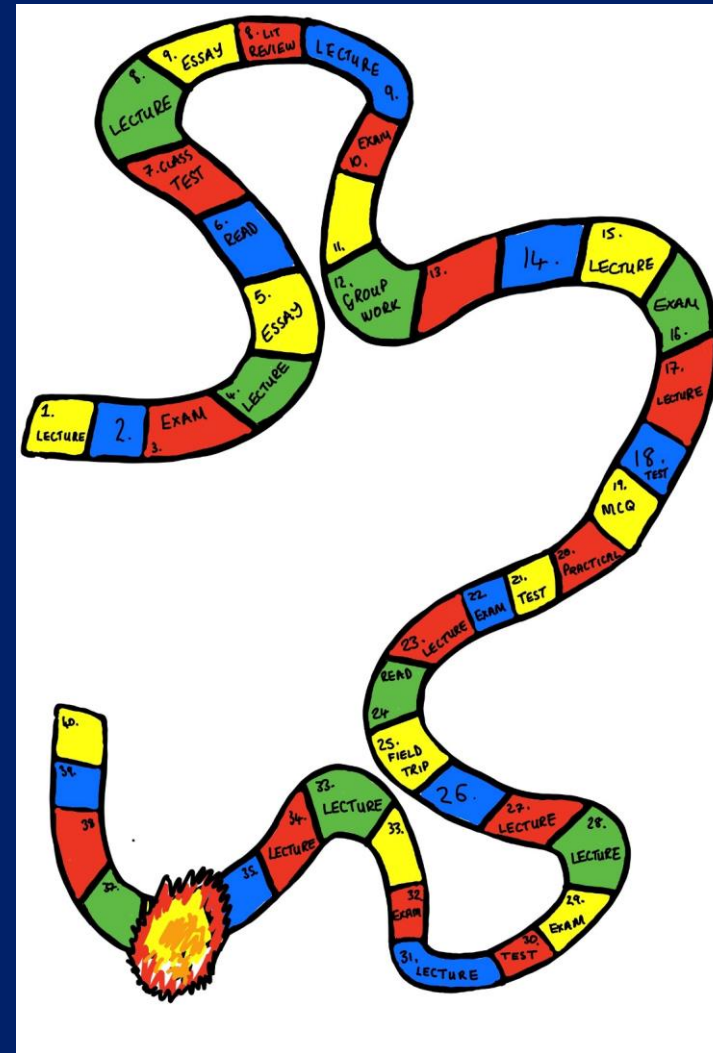
The blueprinting methodology

- From team to programme

  - Day 1: Vision Building

  - Day 2: Programme

  - Day 3: Module commissioning

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The staff experience

We have really enjoyed collaborating together.

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The pedagogy of letting go

I'm not sure how this is going to go, how students will react and whether they will learn **all of the content** that we usually cover

I never thought students would produce such excellent work. It's all different, but good. I worried that they wouldn't come through.

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The context of change [Elkington, Arnold, Pitt and Tomas, 2023]

- Pandemic pivot

- Wellbeing – support and empathy

- Change processes– resistance, QA, managerialism, workload

- Programme focus – joined up

- Structure and culture - introversion and addressing complacency

- Evidence base for change

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Conclusion

Assessment is a set of balanced choices

Language matters

Programme level thinking may be a partial answer

Institutional conditions matter – make each other brave

Beyond utility – the outside world changes, fast!

Evidence – be critical and Consider contributing

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University

References

See Notes for a full list

Tea/Coffee and Poster Session

11:15 – 11:45

Visit room 5050 for refreshments and to explore our gallery of posters and 'Micro-Innovation Snapshots'.

'Assessment worth Talking about' Panel

- **Professor Christine O'Connor,** School of Food Science and Environmental Health,

- **Professor Lydia Arnold**, Professor and Associate Pro Vice-Chancellor (Learning, Teaching & Digital)

- **Liam Cosgrove, Shauna O'Toole**, TU Dublin Student Union with NTUTORR student champions:

   Jake Bushe, Robert Brennan Bell, Chris Kenny, Fatima Khan, Anissa Mokhtari, Damola Shekoni

- **Dr Rob Howard,** School of Physics, Clinical and Optometric Sciences

- **Noel Brady,** School of Architecture, Building and Environment and ProfASSESS project

A COMPENDIUM
of Assessment Methods:

from Students' Perspectives

CONTENTS

PROJECT OVERVIEW

Transforming Learning

A COMPENDIUM
of Assessment Methods:
from Students' Perspectives

N→TU TORR   TU DUBLIN
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TECHNOLOGICAL UNIVERSITY DUBLIN

Introduction

Excellent publications have documented and promoted different assessment methods that can be employed in higher education; however, you may have noticed that many are not designed with the student's perspective in mind. Our comprehensive Assessment Handbook is here to help. This compendium is one of the outcome of the transforming e-learning project and aims to provide a handbook of Assessment methods from a student's perspective. It seeks to bridge the gap between educational objectives and learning aspirations, offering a seamless and effective learning experience for everyone.

The NTUTORR student champions reviewed each of the assessment methods. They focused on the skills evaluated, as well as the advantages and disadvantages of each method, from both a teaching and student experience perspective. The champions also provided their own opinions based on their experiences as students. Each technique presented has been carefully scrutinised for its effectiveness and relevance to the learning process, ensuring that students receive the best possible assessment experience. In the process of creating this compendium, we took into account TU Dublin's academic integrity policy as well as the assessment guidelines used in various disciplines across all TU Dublin programmes and locations. See to the right, the rankings used for each of our selected assessment methods.

This Handbook aims to be an invaluable and inclusive resource. It is designed to enhance the academic journey for both our lecturers and students. Say goodbye to routine assessments and embrace a more exciting and productive learning experience! Working together, this handbook is co-designed to create a cohesive and supportive learning assessment community, encouraging academic excellence in learning and teaching through clear guidance and a mutual understanding between lecturers and students.

Criteria	*	**	***	****	*****	
Universal Design for Learning (UDL)						Method does not provide barriers that would impact the performance of some learners
Academic Integrity						Method provides very limited possibilities to access 'help' or inputs from external sources, peers, family. Likelihood of plagiarism or possible re-use of others materials/ commissioned work is very low.
Employability						Method provides different opportunities to develop professional skills, attributes and capabilities in preparation for your future career.
Equality, Diversity, Inclusion (EDI)						Method is accessible, non-discriminatory and inclusive for all students

Table one: NTUTORR rankings used for each of the Compendium assessment activities

ANISSA MOKHTARI

Description: An article is a written piece of content that explores, discusses, or analyses a specific topic, issue, or subject matter. It is typically created for publication in a periodical such as a newsletter, magazine, or academic journal. These often follow a structured format with a clear introduction, body, and conclusion, presenting information in a coherent and engaging manner and they can cover a wide range of topics, research and opinions.

What does it assess?

- Communicating skills e.g. presenting information, professional writing.
- Critical thinking and analytical skills.
- Writing for and educating the selected audience, considering different perspectives.
- Research skills contributing to the existing body of knowledge in a particular field.
- Independent working.

Benefits from a teaching perspective: This depends upon the programme level and the skills to be developed. Articles can be linked to real life events, research and the presentation of information for a different audience. Well-chosen articles can capture students' interest and engagement and be more interesting to mark. Articles often provide recent information, helping students keep up with trends, in their field of study. Reading student articles in class can promote discussion and debate.

Disadvantages from a teaching perspective: Students may be unfamiliar with the form of assessment and find the task challenging. Clear guidelines and assessment criteria should be provided. Students might have varied research and writing skills. Sensitivity should be given to topics that might be controversial and/or elicit strong opinions. Traditional articles may lack interactivity compared to multimedia or hands-on learning materials.

Positive aspects from a student's perspective: Articles provide an opportunity for students to delve deeply into a topic, gaining a comprehensive understanding beyond surface-level knowledge. Many articles can be based on real-world events, cases, or research, making the content more relevant and applicable to students' lives and future careers. Well-crafted articles also serve as models and standard bearers for students in their own academic writing. Some students may find this method time-consuming and knowledge in a particular field.

Negative aspects from a student's perspective: Some articles, especially academic contributions, can be complex and challenging for students who might feel overwhelmed by the time required to research and write lengthy articles. Topics might be perceived as dull, uninteresting or not relevant. Students may struggle with writing in a complex language. If students are not advised to source a variety of articles on the subject matter, some articles might encourage students to develop biased perspectives or viewpoints.

Students' opinions on this choice of assessment technique: Recognising the real-world application and practical skills development, especially for those interested in enhancing writing abilities can encourage student engagement. Opportunities for creativity and expression can also motivate students with some appreciating the diverse assessment method as a refreshing alternative. However, some students may find this method time-consuming and there could be some anxiety in relation to writing skills.

Article for a Newsletter, Magazine or Journal

UDL implications (star rating low to high)	*****
Academic Integrity rating:	****
Employability enhancement rating:	*****
EDI implications:	***

B. Assessment and Feedback Guidance for students by students

Managing and responding to your Assessment Feedback - Jake Bushe
Managing and responding to assessment feedback is a crucial aspect of the learning process in higher education. Here are some pieces of advice and guidance from students to students!

1 Review Feedback with an Open Mind: Approach your assessment feedback with an open mind. You should understand that feedback is only provided to help you improve constructively, not to criticize your abilities.

2 Take your time: Give yourself some time not only when diving into the feedback but also time to digest what has been said.

3 Give yourself some grace: Lecturers are aware life gets in the way, perhaps your hand in was not your best effort but maybe personal circumstances are to blame for this, so allow yourself some grace!

4 Talk: Speak to peers, friends and family about your feedback whether it be positive or negative! These people are there to support you, as remember a problem shared is a problem halved.

5 Seek Clarification: If certain feedback points are unclear,

6 Identify Patterns and Trends: Some people enjoy looking for patterns or recurring comments across different assessments.

7 Celebrate Successes: Acknowledge and celebrate the aspects where you performed well. It's not just about addressing weaknesses but also recognizing your strengths. Positive reinforcement is essential for motivation. Be proud!

8 Create an Action Plan: Based on the feedback, create a concrete action plan for improvement. Break down larger goals into smaller, manageable steps. This makes the process less overwhelming and more achievable for the next assignment you must tackle.

9 Utilize Resources: Take advantage of all the wonderful resources within our college. Whether it's additional readings, workshops, or tutoring services, TUD often will provide the support you need in order to help in the area you require.

10 Reflect on the Learning Process: Being able to constructively reflect on oneself is key. Consider the feedback as part of your ongoing learning process. Reflect on how you approached the assignment, what strategies worked well, and what could be improved in terms of time management, research, or writing skills.

11 Peer Review: Consider engaging with your peers. Getting feedback from classmates can provide additional perspectives and insights. It also fosters a collaborative learning environment.

DESIGN & DEVELOPMENT

Student Voice

Accessibility

Flexible Assessments

Star Rating System

Equality, Diversity & Inclusion in our Assessments
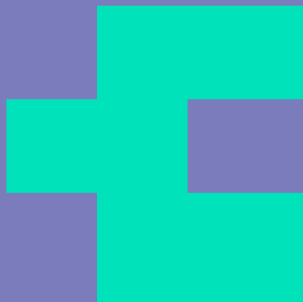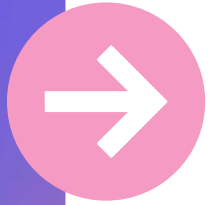
ASSESSMENT RECOMENDATIONS

1. Balance Summative and Formative Assessments

2. Explore Alternative Assessment Methods

3. Ensure Alignment with Learning Outcomes

4. Provide Variety in Assessments

5. Prepare Students for Assessments

6. Avoid Assessment Deadline Clustering

7. Use Staged Assessment for Coursework

8. Include Ongoing Formative Feedback

9. Maintain Assessment Transparency

10. Offer Choice in Assessment

11. Enhance Feedback Engagement

12. Advise Students on Feedback Utilization

MODULE DESIGN CONSIDERATIONS

1 Assessment Choice

"Students can escape bad teaching, but they cannot escape bad assessment."

(David Boud, 1995)

Students can have the flexibility to choose their preferred assessment method from a range of options, including online assessments.

Advantages

- Appropriate assessment techniques allow the learner to demonstrate achievement of learning outcomes
- It can allow students to play to their strengths in diverse cohorts
- Supports the concept of universal design
- It supports student empowerment
- It gives variety to staff corrections, not all same format
- If there is also a choice in timing of the assessment, it can help students in planning workload

DISADVANTAGES

- It is observed that students often lack familiarity with the process of selecting assessments.
- As such, they require guidance and direction to make informed choices.
- Faculty members may encounter difficulties in establishing fair and impartial selection criteria for assessments, indicating that they too require guidance.
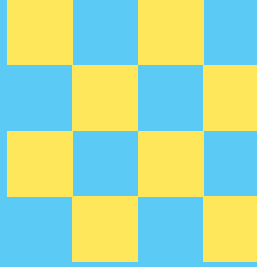
→ **MODULE DESIGN CONSIDERATIONS**

2 Additional Guidelines/Supports

Students with varying learning needs and styles require support

Provision of clear guidelines regarding how the assessment will be conducted

Example: information regarding structure and format for a reflective essay provided

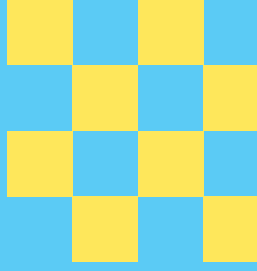Step 1: Module Design

Step 2: Consider Diverse Choices

Step 3: Develop Equity

Step 4: Make Expectations Explicit

Step 5: Implementation

Step 6: Support the Process

Step 7: Evaluation

MODULE DESIGN CONSIDERATIONS

3 Authentic Assessment Methods

- Authentic assessment evaluates whether students can successfully transfer their knowledge & skills to various contexts & scenarios.

- The difference between measuring <u>what students know</u> vs how they can <u>apply their knowledge.</u>

These assessment methods vary between disciplines

Examples:

- Develop a website/app to solve a particular problem
- Design a project within a given real-world scenario (product design)
- Develop a business plan for a company in an area of interest
- Critically review case studies outlining real-life scenarios

Benefits of authentic assessment:

- Focuses on higher order thinking skills – students must apply knowledge creatively to problem solve
- Motivates students to engage with the content = more productive learning
- Reduces competency gaps between education + professional life
- Equips students with skills they can use in future employment
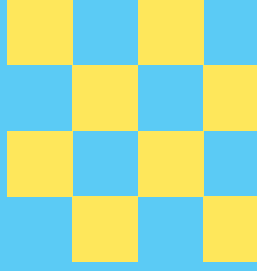
THANK YOU
ANY QUESTIONS?

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Transforming Learning

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'Assessment worth Talking about' Panel

- **Professor Christine O'Connor,** School of Food Science and Environmental Health,

- **Professor Lydia Arnold**, Professor and Associate Pro Vice-Chancellor (Learning, Teaching & Digital)

- **Liam Cosgrove, Shauna O'Toole**, TU Dublin Student Union with NTUTORR student champions:

   Jake Bushe, Robert Brennan Bell, Chris Kenny, Fatima Khan, Anissa Mokhtari, Damola Shekoni

- **Dr Rob Howard,** School of Physics, Clinical and Optometric sciences

- **Noel Brady,** School of Architecture, Building and Environment and ProfASSESS project

'Micro Innovation Snapshots'

Bite-sized summaries of ideas or innovations employed by lecturers to enhance learner engagement.

Micro-Innovation 'Snapshots'

- 'Snapshots' - brief, informal description of an innovative tool or change in practice used by lecturers to enhance engagement
- Could be submitted as brief, accessible descriptive summaries or short-form videos
- Valuing peripheral participation!

'Describe a teaching innovation you have used successfully to engage your students'

Micro-Innovation 'Snapshots'

- 'Podcast Circles'
- Instructional Content with embedded quizzes in a flipped context
- Being transparent with learners about VLE progress tracking
- 'World Cafe' style discussion groups
- Engaging learners with intelligent agents in the VLE
- Personalising communication in the VLE with 'replace strings'
- Introducing real-world industry applications into maths teaching for apprenticeship learners in engineering
- Using asynchronous video-based discussion to create reading groups and engage learners with course content and each other
- Strategies for engaging learners in an online 'python for data management' course
- Embedding safety and sustainability in a work-based module

Innovation Snapshot: Podcast Circles

Students worked in groups of three or four members called podcast circles for an assignment which formed part of their **Sustainability Principles module on the PG certificate in Sustainability Leadership in Business**. Each podcast circle **selected a theme related to COP28 to focus on**. They **first selected and reviewed three episodes from the Outrage and Optimism podcast series** relating to their chosen theme. Following this they **produced their own fifteen-minute podcast** where they discussed their chosen theme in the context of what at the time was the upcoming COP 28 which took place in the UAE in November 2023. **An evaluation rubric was used and shared in advance**. The evaluative criteria focused on the **research conducted to produce the podcast content, discussion of the challenges and opportunities in relation to the chosen topic in the context of moving to a net-zero emissions world by 2050, recommendations connecting theory and practice as well as the overall production quality of the podcast**. Some of the podcasts will be shared on the TU Dublin website soon!

Innovation Snapshot: VLE Checklists

I use the checklist tool in Brightspace a lot in a module. I created one for each unit, setting out very clearly what they had to do each week to satisfy the requirements for that week. It really helped the students stay on track and I could see who was making their way through the units.

These can be more *or* less detailed

Contribute your 'Snapshot'

Join at:

Vevox.app

154-918-610

Anything to be said for another compendium?

CPD Certificate Presentation

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**Learning, Teaching
& Assessment**

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