

Real World Applications



Real World Applications

Students value and benefit from seeing how what they are learning connects to the real world. These connections may be explicitly career-related or personal, linking to students' personal, social, or family life, or related to larger social issues.

- 1 The following cards in this deck will explore how real-world application can be integrated into your programme of study.
- 2 The discussions with colleagues will help to inform the future directions and action plan you will complete at the end of the session.

- 3 More within the Literature review: pgs. 15 - 26
<http://bit.ly/3BKtx9l>



Real World Applications



1 *Re-imagining the Audience for Written Assignments*

Often assignments are decontextualised, written only for the teacher who marks them. Assignments can be revised to invite students to prepare outputs for real audiences. Outputs can include blogs, news articles for lay readers, podcasts, presentations, posters or policy briefs. Asking students to imagine different audiences, generate outputs for them, and critique outputs for different audiences enables them to practice real-world communication skills.

2 *Discuss*

- What real-world audiences might your graduates need to communicate with?
- How might you reframe an existing, traditional assignment so that students communicate to a real-world audience?
- What activities, resources, or prompts might they need to help them envision this audience and critique outputs intended for that audience?



Real World Applications



1 Contextual Traditional Written Assignments

Traditionally, marked coursework assignments in the arts, humanities and social sciences involve an individually written essay on an assigned topic. These assignments can be altered to include an analysis of related case scenarios, with students asked to generate a relevant scenario that illustrates a concept or theory. Some examples include law students analysing legal cases, history students characterising historical sources (Zavhorodnia et al (2021), or engineering students doing group mini-projects in design or troubleshooting instead of traditional problem sets (Shahnia and Yengejeh, 2019).

2 Discuss

- How might you alter existing assignments to strengthen their real-world application?
- Would you need to alter the assessment criteria or standards to reflect this change?
- What other support or adjustments to the teaching need to be made to prepare students for this revised assignment?



Real World Applications



1 Original Research

Research-related assessment tasks often involve formulating questions, gathering real-world data, analysing data, and communicating it to real audiences. Module-based assignments earlier in students' programme can include assessments based on sub-tasks involved in research. For example, students might conduct interviews with people with lived experience of a phenomenon. Statistics students might construct and answer a survey to generate a real dataset. Science students might collect or analyse samples from local sites.

2 Discuss

- What are some potential research tasks you could separate out and incorporate into a module in first or second year that would involve working with real-world data, participants, or sites?
- How would you teach students to do this single task well?
- What would you need to give them (e.g. a data collection protocol) and what would you expect them to do themselves (e.g. identify a participant or site)?
- How could you build sub-tasks successively across a programme (e.g. data collection in semester one, analysis in semester two)?



Real World Applications



1 *Integrating Case-Based Scenarios Into Seminars*

Seminar discussions are often thought of as teaching rather than assessment. However, during case-based seminar discussions, students must talk about a case and inferences can be made about their learning from what they say, which qualifies as an assessment task, even if it doesn't generate marks. In the field of business, Simpson (2016) found that pass rates and student enjoyment rose after introducing case-based discussions in seminars and case-based marked assessments.

2 *Discuss*

- How might your seminars or labs be revised to add real-world context?



Real World Applications



1 *Simulating Real World Contexts (1)*

In a simulation, students experience a scenario that mimics a real-world situation and typically must role-play a professional in that situation. Students can role-play, for example, a) interactions with clients in helping professions and health professions, b) interactions with judges and juries in moot courts, or c) responses to changing markets in a finance course. These can often be done as short sessions within the confines of a single workshop or practical session.

2 *Discuss*

- How might you create opportunities for simulations in your field?
- What key content or skills (i.e. learning outcomes) would these simulations address?
- What supports would you need to build around them (e.g. reflection prompts, emotional or social support for added stress sometimes associated with simulations)?



Real World Applications



1 *Simulating Real World Contexts (2)*

In a simulation, student can practice responding to challenging situations in a safe environment. Extended simulations may occur across a term and provide the impetus for students to learn new information in a “just-in-time” way. Greater realism can be introduced by releasing information over time in real time (days or weeks apart) and including emotionally engaging interventions such as phone calls from key characters in a scenario to support greater student engagement (Way et al, 2021; Valenzuela et al, 2018).

2 *Discuss*

- Are there opportunities to design a module on your programme around an extended simulation?
- Might an extended simulation provide integration across multiple modules that students take in the same term?
- What tasks will students do?
- How will students receive feedback on their performance?



Real World Applications



1 Live Case Studies

Moving from fictional paper-based or simulated cases to opportunities for students to respond to real, live cases is more difficult for teachers, but can yield gains for students (Valenzuela et al., 2018). In live cases, sometimes called live briefs, client-initiated projects, or service-learning projects, real people from real organisations present real-world scenarios or problems for groups of students to solve. Typically, students work in groups to generate solutions. Setting these groups in competition can add realism and game elements.

2 Discuss

- How can the programme be designed to enable students to experience at least one “live case” during their programme?
- Is there one module or a pair of modules taught in the same term that could be redesigned to involve such a case?
- How could you prepare students for this experience through earlier modules, through, for example, fictionalised cases earlier in the programme or shorter assignments that involve components of the live case?



Real World Applications



1

Work-Integrated Learning

Taking students to a real workplace where they do authentic tasks expected of professionals in that setting can provide focused practical experiences. For example, clinical radiology students spent one hour reading chest X-rays and creating a medical report, which was assessed by junior doctors. They spent another hour being assessed on how well they prepared a patient for an MRI or CT scan. Students prepared by viewing videos before the immersion experience. Using a real workplace adds realism and significance and avoids passivity that often accompanies job-shadowing or even traditional internships.

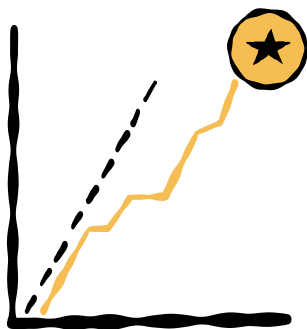
2

Discuss

- How and where in your programme can you provide opportunities for students to participate in real-world settings where they can apply their knowledge and skills?



High Expectations



High Expectations

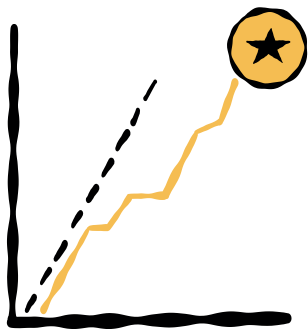
Student learning is promoted when educators set high expectations and support students in reaching them. Just as physical scaffolding helps construction workers function at heights they could not without it, educational scaffolding helps students work at higher levels. Scaffolding may involve separating out parts of a larger whole to focus on, successively building up larger sequences of now-familiar sub-tasks, and/or providing templates that guide students through sub-tasks or tasks. (See “Sustaining student effort” cards for more ideas on scaffolding.)

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- 3 More within the Literature review: pgs. 15 - 32, 33, 45 & 54 – 57
<http://bit.ly/3BKtx9l>



High Expectations



1 *Inducting Students To New Tasks*

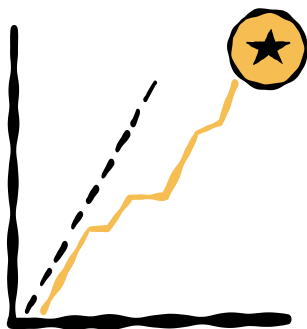
Students need to learn what is expected of them on new tasks. Educators can ask student to discuss and evaluate samples of a range of responses to a new task. Students can generate their own criteria for what constitutes quality on those new tasks or apply a teacher-designed rubric. This kind of induction can help students feel more confident about new task demands.

2 *Discuss*

- Which assessment tasks on your curriculum are likely to be new for students?
- How can you induct or prepare students for these new task requirements?



High Expectations



1 *Early Formative Feedback*

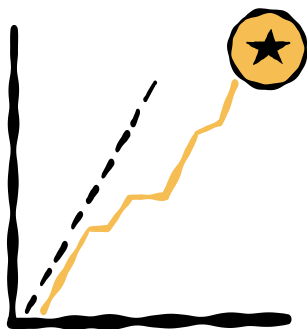
Feedback literacy enables students to appreciate feedback and manage their emotional reactions to it. That is, students who are more emotionally mature, more experienced with the culture of feedback, or have higher self-efficacy tend to be able to respond more constructively to feedback. Educators can help students develop this literacy by offering early formative tasks that are feedback rich and explicitly discussing how to interpret, react to and enact this feedback.

2 *Discuss*

- When is it most important to offer early formative tasks in your curriculum?
- Must these tasks be marked?



High Expectations



1 Self-Assessment Rubrics

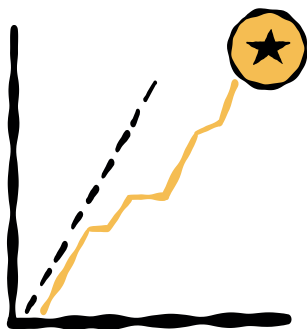
Students can be helped to meet high expectations by scaffolding their own monitoring of their performance. For example, lecturers can foster students' sense of responsibility in the feedback process and promote more proactive reading, interpretation, and enactment (use) of feedback through student self-assessment. Self-assessment can occur before handing in an assignment through assignment "cover sheets" with questions about how students applied earlier feedback or areas on which they want feedback. Or students can reflect on their performance after teacher feedback has been received through "exam wrappers".

2 Discuss

- Where are the opportunities to implement self-assessment rubrics within your context?
- How might you create a culture where students have ownership and responsibility to use self-assessment rubrics?



High Expectations



1 Understand Purpose

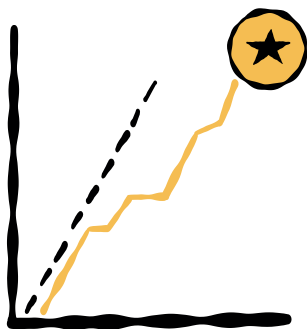
When students are asked to do stretching tasks that are uncomfortable (e.g. talking to strangers who are different from them, writing critically about their own experiences, being “on stage”) it is particularly vital that we help them see the purpose of and value in the activity. Educators can discuss why an assignment matters in the context of students’ goals or real-world requirements of graduates or what constitutes quality or success on a given assessment task. Educators cannot assume that students share their understanding of why assessments are designed in a particular way.

2 Task

- Select a particular learning objective or assessment task and consider how you might help students to understand its purpose.



High Expectations



1 *Design Cognitively Challenging Authentic Tasks*

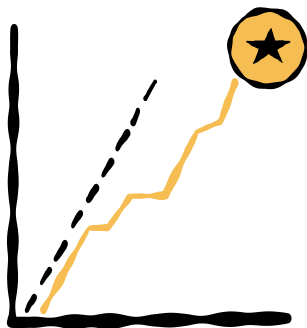
Designing assessments that involve problem-solving, anticipatory thinking, systems thinking, creativity, and decision-making under conditions of ambiguity all reflect the real-world demands of university graduates in a variety of professions. But students need practice with feedback. Wilkin (2016) added scaffolding of expected thinking processes to an assessment task in which accounting students had to apply key professional principles to a business case study. Students performed better after practicing a structured application of a set of principles to a case using a template and then discussing it in class, before tackling the assessment task.

2 *Discuss*

- What is a challenging, authentic task your graduates will be expected to complete?
- How might you scaffold it within a module?
- How might you build up to it slowly (i.e. scaffold) across several modules? Consider what students need to be able to do before they can tackle the entire task. How can they practice these skills safely before being receiving a mark?



High Expectations



1 *Design Emotionally Challenging Authentic Tasks*

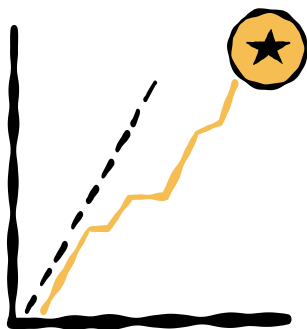
Simulations – just like in real life – present emotional challenges. Interactions with role-played or fictionalised characters in real-time; time-pressured decisions with consequences for imagined or real people; and plot unpredictability all reflect the real-world expectations of professionals. These elements can lead to higher student engagement (Way et al, 2021), but may add stress, especially for less experienced and younger students. Social support in group-based simulations is essential.

2 *Discuss*

- When in your programme might you add the greater emotional pressure of real-time simulations rather than discussion of historical scenarios?
- How might you communicate about these heightened expectations?
- How might you build in social support for the stress they entail?



High Expectations



1 *Expecting Enactment Of Feedback*

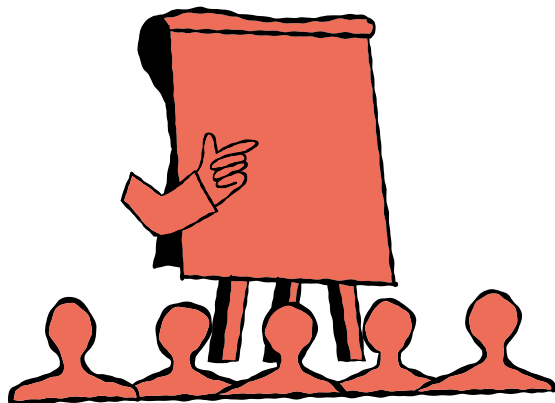
Educators can expect and challenge students to seek out and enact feedback. Hill and West (2020) expected students to write a draft essay, generate feedback in a discussion with their teacher, participate in a group marking exercise of previous work and compare their judgements to their educators. Instilling an expectation and presenting a challenge resulted in higher marks and a positive effect in the long term as students reported continuing their behaviour within their final year.

2 *Task*

- Identify where you could expect and challenge students to seek out and enact feedback within your curriculum.
- How will you communicate these expectations to your students?



Public Display of Competence



Public Display of Competence

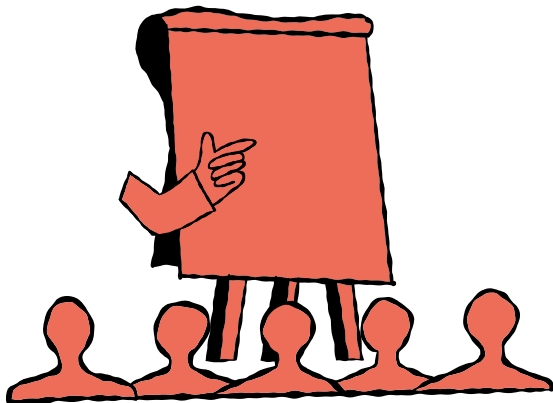
Assessments that require students to publicly display their competence can be beneficial for promoting deeper learning, building confidence, and developing essential skills such as communication, critical thinking, and creativity.

- 1 The following cards in this deck will explore how your assessments can be designed to include public displays of competence.
- 2 The discussions with colleagues will help to inform the future directions and action plan you will complete at the end of the session.

- 3 More within the Literature review: pgs. 14-18

<http://bit.ly/3BKtx9l>

Public Display of Competence



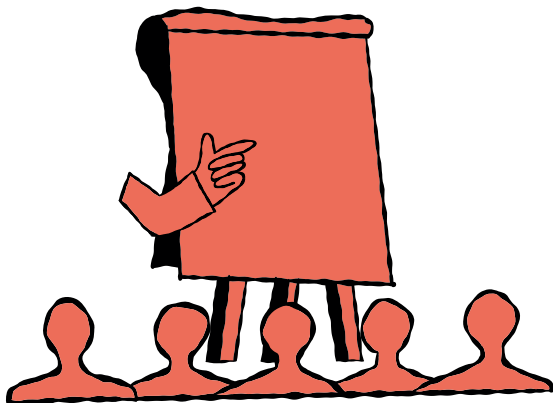
1 Oral Display Of Competence

To simulate hiring procedures within the medical industry Thompson and Houston (2017) asked paramedics to review and integrate their learning from early formative assessments, problem-based learning activities and practical scenarios within an oral interview exam. Capstone projects are culminating experiences that require students to apply their learning to a real-world problem, issue or setting.

2 Tasks

- Discuss how a capstone project might be integrated into your curriculum
- Plan a capstone project assessment for your students in your context considering the following.
 - Research, analysis and synthesis required.
 - Presentation of output.
 - Audience.

Public Display of Competence



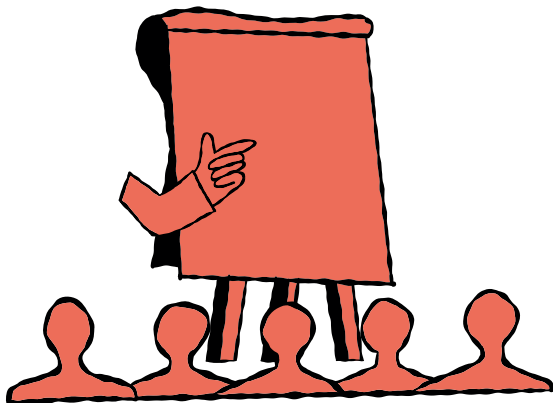
1 Capstone Projects To Demonstrate Competence

To assess health and nutrition students' experiences of an internship, Ramsgaard and Østergaard (2018) used portfolios and a final oral exam in which students publicly presented to their peers and engaged in a subsequent oral dialogue with the audience about their experience. Students reported that this assessment motivated them and helped them to understand their experience.

2 Tasks

- Discuss in your groups how we might prepare students for a summative oral presentation
- Plan an oral presentation opportunity for you students considering the following.
 - The role of the lecturer
 - The role of the audience
 - What will students be assessed on
 - Where does feedback feature

Public Display of Competence



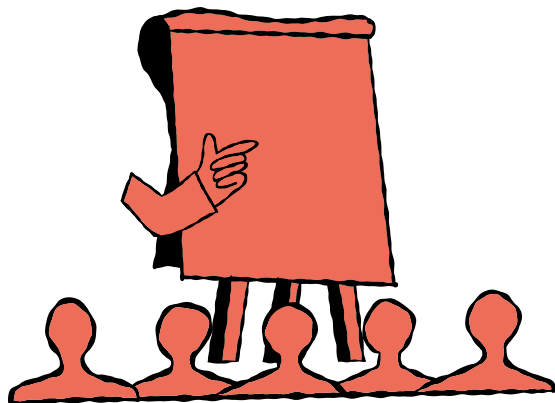
1 The Student Conference

Student conferences are often used in many disciplines and require students to publicly display their competence in inquiry, experimentation, or research to an audience. Hallenberg and Haddow (2016) incorporated service learning into a newly designed Criminology for a Just Society course. Following a series of reflective blogs, students participated in an end-of-module conference in which they gave short presentations on their experience to the volunteering organisations.

2 Task

- Building upon the plan you made in the earlier Capstone Project card enhance it by planning a student conference, considering these further elements:
 - Who is the audience and what role will they play in assessing or giving feedback?
 - What are the assessment criteria?
 - What will students be assessed on
 - What topics are most appropriate and how will they be selected?

Public Display of Competence



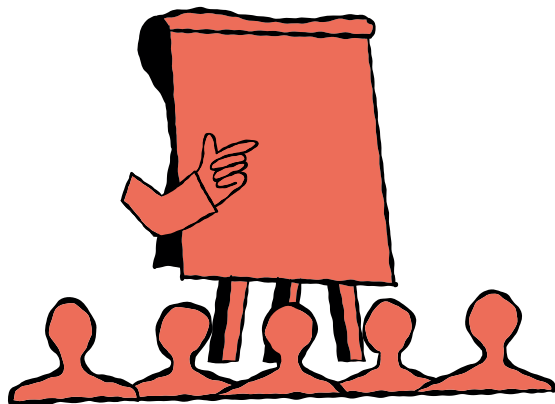
1 The Industry Pitch

In disciplines with a direct industry connection, students could be asked to pitch an idea or a concept to a group of assembled industry professionals. Creating a competitive environment might require students to work together in teams and directly against other teams to impress employers or industry professionals.

2 Task

- Plan an industry pitch assessment for your students in your context considering the following:
 - How will students be helped to prepare?
 - How will students be assessed?
 - What role does the audience play?
 - How can industry be involved?
 - What role does feedback play?

Public Display of Competence



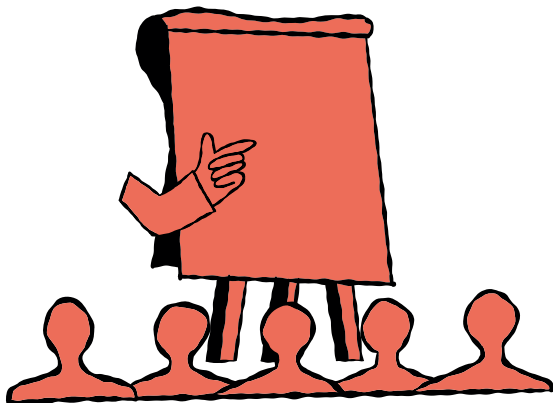
1 Public Performance

Many disciplines have a performative element to them, whether this be on a stage, via multimedia or within a classroom setting. Often these public displays can be with the local community.

2 Task

- Discuss how you may be able to develop a public display of competence opportunity which involves the local community.

Public Display of Competence



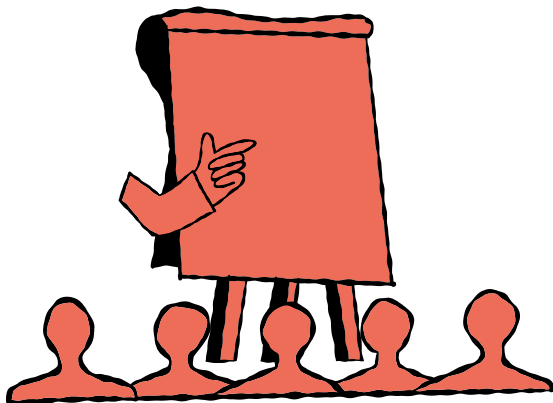
1 Live Case Studies

Creating intern opportunities or years in industry can be difficult for some disciplines. One way to bridge the gap between higher education and industry is to create a project for or with industry partners. These live projects or live case studies involve public performances back to collaborating employers.

2 Discuss

- When in your course might you be able to incorporate a live case study?
- How will you prepare students for this experience?

Public Display of Competence



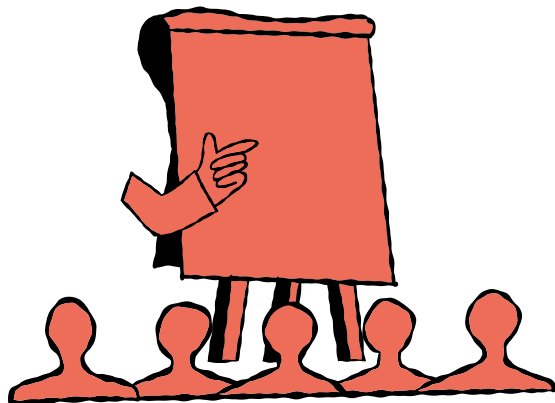
1 Internships

Work-integrated learning, work-related and work-based learning focus primarily on student placements, internships, or practicums in workplaces. Typically, these have been extended opportunities such as a 'year-in-industry', 'sandwich years' or cooperative education in which an entire semester or year in workplaces alternates with time in the classroom at University. Students may be assessed by workplace supervisors based on workplace performance and/or through reflective logs, portfolios or other tasks set by academic supervisors.

2 Tasks

- Identify where there may be opportunities for internships as described above to exist within your context
- Where are the opportunities to assess students experiences of their internship through a public display of competence

Public Display of Competence



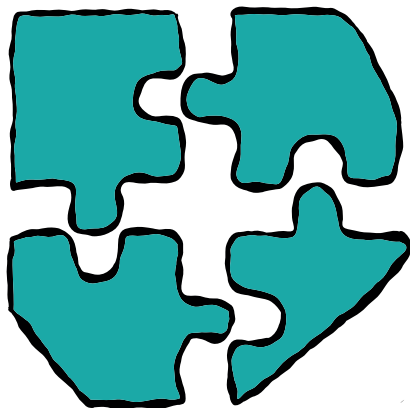
1 Undergraduate Research Experience

Undergraduate research experiences engage students in a discipline-focused research project. While final year projects are common, even shorter research experiences can be beneficial. In the US, Sandquist (2019) reported how students from a variety of disciplines who took a one-semester introductory science research course reported personal gains related to research, to thinking and working like scientists and to attitudes, skills and behaviours of a scientist. Students concluded with in a public capstone presentation of their research.

2 Task

- Identify the potential for the inclusion of an undergraduate research experience within your context.

Working With Diverse Others



Working With Diverse Others

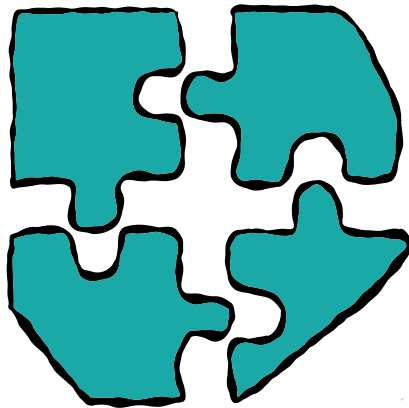
Students benefit from working with others who come from different backgrounds and cultures or have different experiences, beliefs, strengths or ways of working. They learn how to work collaboratively, build cultural competencies, and can see the content, themselves, and the world from new perspectives. Carefully designed assessments can offer opportunities for working with diverse others.

- 1 The following cards in this deck will explore how you can create opportunities within your programme of study for students to work with diverse others.
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- 3 More within the Literature review: pgs. 27 -31
<http://bit.ly/3BKtx9I>



Working with Diverse others



1 Task Purposes And Values

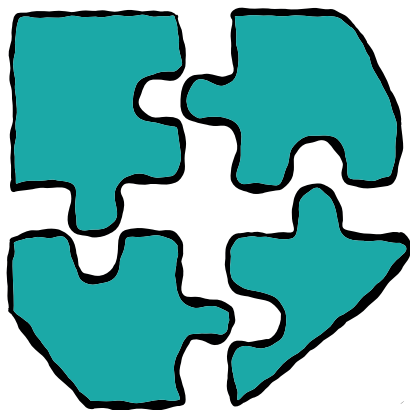
When designing group work, it is vital to clarify the task and its purpose and value. Tasks can be short (introductory students designing a website about the applications of superconductors or semiconductors in one session, working between sessions, then presenting it in a second session) or with lab and field-work projects that extend over a whole term (Sedghi and Rushworth, 2017).

2 Discuss

- Why is group work important in your field?
- What kinds of collaborative tasks might be expected of your graduates?
- Where might you add such a task in your programme?
- How would you explain the purpose and value of this collaborative task to your students?



Working with Diverse others



1 Assigning Students

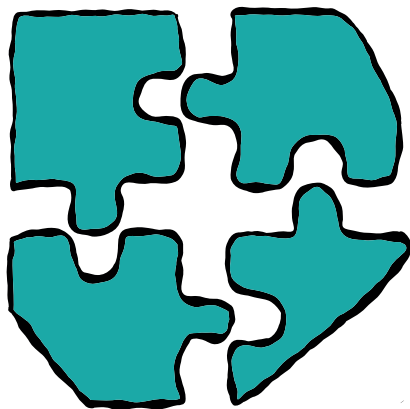
Studies in Britain and Australia have found that international students and home students have different expectations and perceptions of group work. Many will avoid mixed groups. Therefore, teachers need to deliberately or randomly assign groups that mix international and home students (or ethnically minoritised home students with majoritised home students) to promote social and academic integration. Students may be initially resistant and need to understand why working in mixed groups matters.

2 Discuss

- Why might home students object to working with international students?
- Why might international students find it hard to work with home students?
- How can you overcome these barriers?
- Why and how will students benefit from working with students from other cultures?



Working with Diverse others



1 Inclusive Collaboration

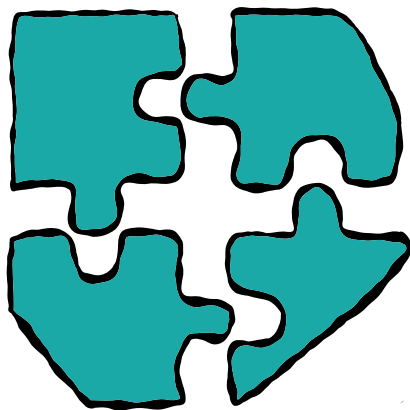
Students need help to overcome their biases about other groups and prepare to collaborate productively and inclusively. Taylor and colleagues (2021) designed a preparatory Bridging Cultures Workshop that involved “Get to know you” activities and reflection tasks that helped students notice differences, question their own attitudes, and consider implications for effective group working.

2 Discuss

- Where can you add Bridging Cultures Workshops into your programme that will support diverse group working on subsequent academic tasks?
- Who might help you design these workshops?



Working with Diverse others



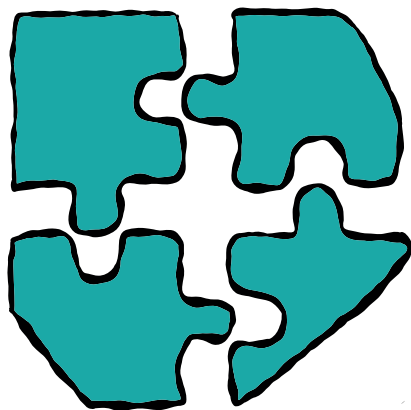
1 Teaching Collaboration

Successful collaboration demands a variety of skills that students may not yet have or appreciate. All students must be able to listen to others respectfully. Successful groups also have people who play different roles – creative thinkers who brainstorm, critics/sceptics who find problems, task organisers, conflict mediators/peacekeepers, discussion synthesizers, notetakers and facilitators. Teachers can experiment with creating role cards, assigning, and rotating roles and further raising students' awareness by asking them to rate themselves and others on these different skills.

2 Discuss

- What roles are vital to making collaboration work in your discipline or profession?
- How/where will you build in resources such as those described here?

Working with Diverse others



1 Diverse Contributions

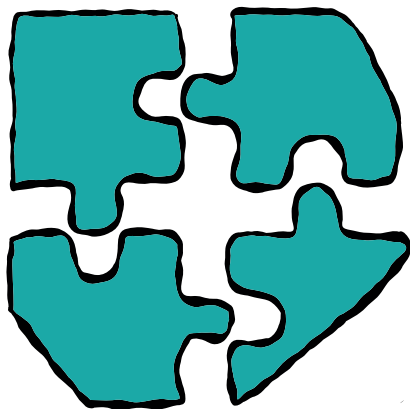
Complex group task like research projects, live case studies, staging a performance or exhibition, or hands-on design projects require a variety of different discipline-specific skills. To be effective, group tasks should require diverse contributions.

2 Discuss

- What tasks are authentic to your discipline/profession that could be done in groups of 4-6 students?
- What are the variety of different skill areas it draws upon?
- How might you use checklists, peer ratings sheets, task lists or project management grids to help students recognise those different contributions?



Working with Diverse others



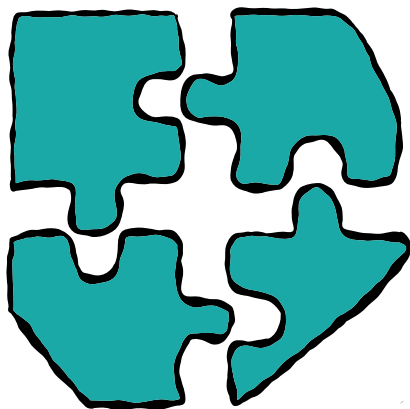
1 **Breaking Things Down**

Paschalis (2017) integrated a free, open source Learning Activity Management System (<https://lamsfoundation.org/>) into Moodle to break down a six week project into phases, with specific instructions for sub-tasks, tools for collaboration (e.g. Mindmap tool for organising ideas), and specific deliverables at the end of each phase so that teachers could track students' progress. Students did better with these supports than they had in a previous year without them.

2 **Discuss**

- What collaboration tools might be most useful in your field (e.g. meeting agenda and meeting note templates, chat functions, others?)?
- How might you divide your project into phases, with subtasks and deliverables at each stage? What might those be?

Working with Diverse others



1 Managing Conflict

Neal et al (2018) required that students complete a group contract for history students working in groups across a term culminating in a presentation at a “Medieval Expo”. They emphasised that students were meant to resolve their own conflicts and manage themselves. They created an onerous four-step process (Oakley et al., 2004) for firing a team member:

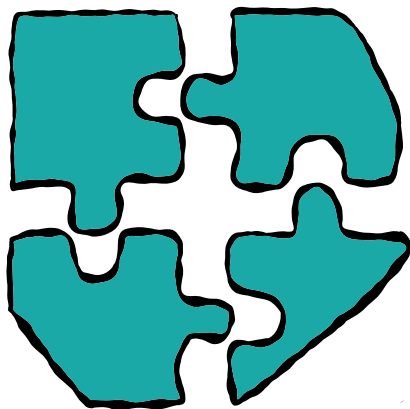
- Group raises matter with their tutor and seeks to resolve the problem(s)
- All group members attend a meeting with the course coordinator to discuss the problem(s) that are causing friction, and plan a resolution;
- Student given a week to show improvement;
- If no change observed, then group issues a memo firing the student (copied to the course coordinator) before the date of the Expo.

2 Discuss

- For longer term projects, what processes will you put in place to anticipate and avoid within-group conflict?
- What role will you play?



Working with Diverse others



1 *Links To Employability*

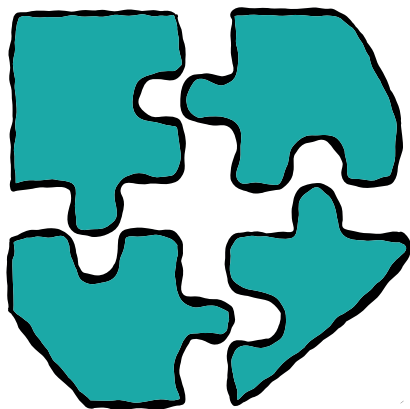
When students come to you with complaints about another team member, you can remind them of the purpose of collaborative tasks, they will need to work in teams in the workplace, and show them how they can use this experience in job interviews. Employers often ask interviewees for examples of different skills, related to working with others, solving problems, or coming up with creative solutions. Challenges in group work can be used as case examples of any of these – and other - interview questions.

2 *Discuss*

- What skills are employers seeking in your field that students can showcase through their group work?
- How might you connect your group projects explicitly to employability development?



Working with Diverse others



1 *Individual Accountability*

Students are most dissatisfied when group members contribute unequally, and assessments don't hold students accountable for their contributions (Tucker and Abbasi, 2016). One approach is to calculate each students' mark by combining the group grade and an individual contribution mark (e.g. 30% for the group's final product; 70% for individual contribution based on self- and peer-assessments of individual contributions – as in Morley & Ablett, 2017). Others have used individual portfolios of work alongside group grades, but this approach increases marking burdens that are usually reduced by group projects.

2 *Discuss*

- How might you build in individual accountability?



Reflection and Integration



Reflection and Integration

Too often, learning is fragmented and modularised so that students learn for a particular assessment, but do not reflect on their own goals, processes, progress, or plans for improvement. Likewise, they may not reflect on the connections between different skills and units to be able to appreciate how they are developing over time. Assessment and feedback can be designed to promote reflection and integration of learning.

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- 3 More within the Literature review: pgs.
14 – 18, 20 – 22, 29 – 32, 45, 48, 54 – 56 & 66 – 67
<http://bit.ly/3BKtx9l>



Reflection and Integration



1 *Promoting Students' Responsibility for Learning from Feedback*

Lecturers can foster students' sense of responsibility in the feedback process and promote more proactive reading, interpretation, and enactment (use) of feedback through student self-assessment. Self-assessment can occur before handing in an assignment through assignment "cover sheets" with questions about how students applied earlier feedback, their goals with this assignment, their areas of difficulty, or areas on which they want feedback. cognitive, motivational and behavioural learning outcomes.

2 *Discuss*

- Where are the opportunities to implement assignment cover sheets in your context?
- How might you use self-assessment rubrics to create a culture where students have ownership of their own learning?

Reflection and Integration



1 Promoting Students' Self-Reflection On Learning And Study Habits

We can help students reflect on their learning and study habits by asking them to self-assess their learning processes. Gezer-Templeton et al (2017) used “exam wrappers” to prompt students' reflection in their exam preparation, improve their study skills and enhance future exam performance. As soon as students received exam results, they completed questions about their study habits. As a result of this students started to prepare earlier for exams and modified their subsequent study approaches to improve on future other exams.

2 Design an assessment “wrapper” that fits your context. Consider:

- On which assessment(s) might you use a self-reflective “wrapper”?
- Self-reflective questions may vary depending on the assessment type, since the questions can focus students on specific aspects of the process on which students struggle.
- What self-reflective questions would you ask?



Reflection and Integration



1 Promoting Students' Self-Reflection On Disciplinary Processes And Practices

Too often, assessment looks only at the product of students work, not the process by which they arrived at that product. We need to find ways to recognise and assess authentic disciplinary or professional processes (practices). In an English as a Foreign Language (EFL) context, Nilolaeva and Korol (2021) assessed both students' translation of a 250-word text (product) and students' reflections on their process. Students found the new process assessment measures valuable and used their reflection to improve their translation process.

2 Discuss

- What is a key process or practice underlying an authentic task in your field?
- What would constitute a "good" or successful practice? (*your answers become assessment criteria*)
- How could you assess students' process of completing an authentic task of your discipline or profession (*not just the product of their work*)?



Reflection and Integration



1 E-Portfolio

E-portfolios are digitally mediated, learner-centred, intentional collections of work intended to capture sophisticated, multi-dimensional achievement. To represent learning across a programme, Flournoy and Bauman (2021) asked students to a) self-assess their performance on a rubric against each programme level learning outcome, b) provide evidence of how they had met each outcome and c) reflect upon the process of developing this evidence. Their self-assessments, as reflected in these e-portfolios, were then validated by the educator.

2 Discuss

- When in your curriculum might students benefit from reflecting and integrating across a set of modules?
- How might you design a portfolio to promote this reflection and integration?

Reflection and Integration



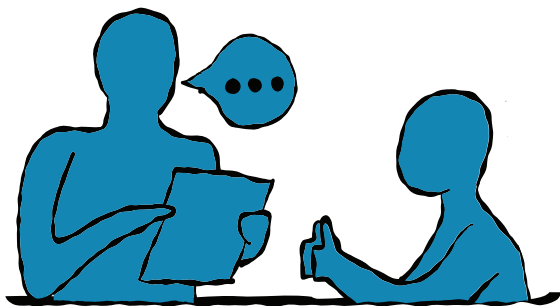
1 Capstone Courses Or Projects

Capstone courses or projects are designed for students to review and integrate their learning. They often require that students synthesise and apply their learning to real-world problems or challenges. Such courses may involve interdisciplinarity, forcing students to represent their learning in new ways or look at problems from new perspectives. They often involve explicit prompts to reflect on their learning and the ways they are addressing the challenges that arise.

2 Discuss

- How might a capstone module, course, project, or experience explicitly integrate what students have learned already?
- How would you prompt them to draw on and integrate learning from across their programme?
- How would you prompt them to reflect on their learning?

Meaningful Interactions



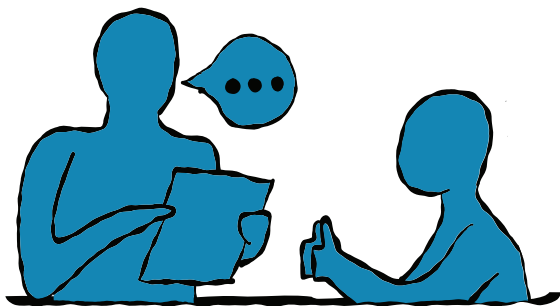
Meaningful Interactions

Meaningful interactions in higher education refer to the positive and impactful exchanges that take place between individuals and technology within the academic community. These interactions can occur between students, peers, educators, and objects involved in the educational process.

- 1 The following cards in this deck will explore how you can create opportunities for meaningful interactions within your programme of study.
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- 3 More within the Literature review: pgs.
26 – 29, 40 – 41, 44 - 46, 52 – 56 & 69
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Meaningful Interactions



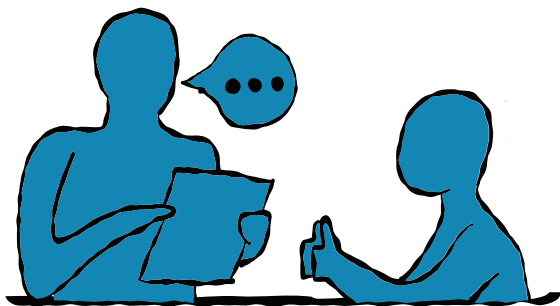
1 Emotional Responses

Gamified learning adapts traditional learning or assessment processes to include game-like elements. A meta-analysis of 19 different gamified learning experiments across various educational levels with a total of 1686 students (Sailer and Homner, 2020) found small, significant effects of gamification on cognitive, motivational and behavioural learning outcomes.

2 Tasks

- Discuss the role that competition between students plays in your context.
- identify and plan opportunities where gamified competitive collaboration between students can occur

Meaningful Interactions



1 Games to increase knowledge

If you have large quantities of information students must understand and remember, gamifying students' learning can add a component of fun to reviews for traditional assessments and increase students' learning gains. Programmes like Kahoot! and Quizalize allow student teams to compete against each, tracking progress on leader boards. These social elements may also motivate students to work harder.

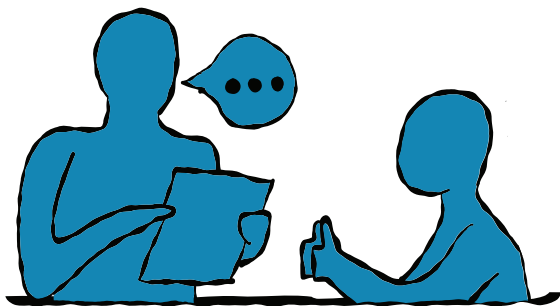
2 Tasks

Are there any knowledge-heavy topics on which you expect to continue to rely on traditional, summative tests of knowledge? If so, how might you gamify formative assessment?

Consider both the:

- Cooperative (team component)
- Competitive structure (teams competing with each other)

Meaningful Interactions



1 Dialogic Interactions

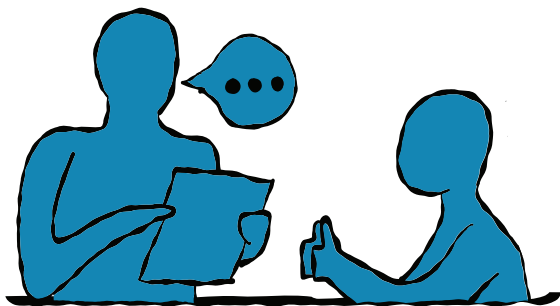
Research has demonstrated the benefits of dialogic meaningful interactions between students and markers through assignment cover sheets, in which students ask for specific feedback and markers address these requests. Students may be more likely to enact this feedback in future work. Here are some questions you might ask students to consider:

- Please rate yourself on each of the assessment criteria below
(Note: insert your own assessment criteria)
- Which of the assessment criteria are least clear about and would like feedback on?
- How did you incorporate previous feedback you've received on assignments like this (Note: fill in the type e.g. essays, lab reports)

2 Task

- When and where in the curriculum might you add such an assignment cover sheet? How might you tailor it to your context?

Meaningful Interactions



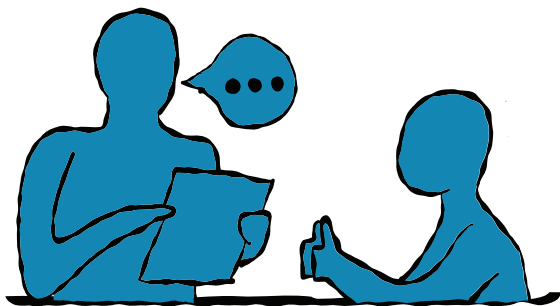
1 Peer Review

Peer review allows students to interact with each other's work and provide constructive feedback. Hancock et al (2018) asked students to generate and peer review MCQ questions using an online platform, Peerwise. The better the students engaged, the greater the gains they made, particularly those at the lower end of the grade spectrum. In online learning Gurer (2020) reported that students found the ongoing interactions and diverse perspectives between them and their peers beneficial to their learning.

2 Tasks

- Discuss in your groups
 - The potential challenges of implementing peer review in your context
 - The potential benefits of implementing peer review in your context
- Plan an opportunity for students that uses peer review of their peers work

Meaningful Interactions



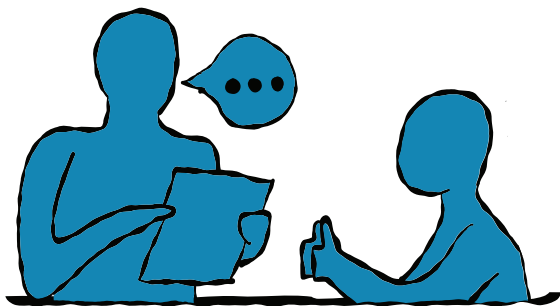
1 Self-Assessment

Self-assessment allows students to reflect on their own learning and identify areas where they need additional support or resources, promoting self-regulated learning, engagement and motivation. Flournoy and Bauman (2021) presented a worked example where students self-assessed each programme-level intended learning outcome (ILO). (1) whether they achieved an ILO (yes or no). If yes, they provided evidence supporting that claim. (2) provided a reflection that explained why their evidence demonstrated that ILO.

2 Tasks

- In your groups identify how self-assessment might help students with a concept, skill or process in your context
- How might you encourage students to self-assess?

Meaningful Interactions



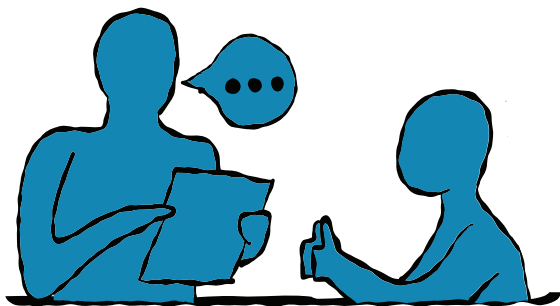
1 Interactive Assessment Tools

Interactive assessment tools, such as simulations, games, or multimedia presentations, can promote meaningful interactions in assessment by engaging students in active learning and promoting the application of knowledge and skills to real-world situations.

2 Tasks

- In your groups discuss the following
 - Where are there opportunities in your curriculum to create simulations games, or multimedia presentations?
- Plan an opportunity which utilises one or more of the following.
 - Simulations
 - Games
 - Multimedia presentations

Meaningful Interactions



1 Group Work

Group work can promote meaningful interactions in assessment by facilitating collaborative learning and helping students to develop social and interpersonal skills, which is associated with greater retention if educators assign students to mixed groups. Morley and Ablett (2017) found a diverse cohort of first year students in an Australian social work programme felt more connected to their classmates and a greater sense of belonging. In terms of group allocation, Sedghi and Rushworth (2017) reported that UK home students and international students valued multicultural groups and agreed that teachers should allocate students to mixed groups for group work assessments.

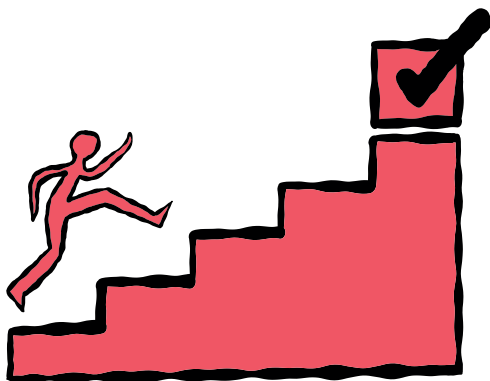
2 Tasks

- In your groups discuss the following
 - How does group work operate within your current curriculum?
 - Does group work create meaningful interactions between students?

Plan how group work might create a sense of community and belonging among students.



Sustained Student Effort



Sustained Student Effort

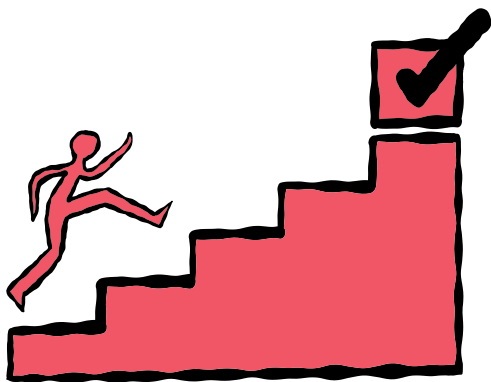
Sustained student effort in assessment refers to a student's commitment and persistence in engaging with a task or assignment over an extended period. This type of effort is often associated with deep learning and can result in improved academic performance and a greater sense of achievement.

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14 -18, 20, 32 – 33, 40 – 41, 54, 58 – 60 & 66-67.
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Sustained Student Effort



1 Emotional Responses

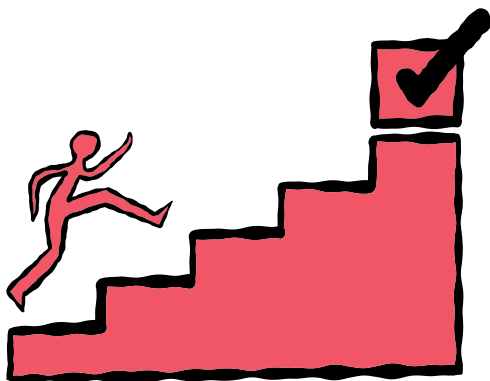
Sustained student effort in assessment refers to a student's commitment and persistence in engaging with a task or assignment over an extended period. It is often associated with deep learning, improved academic performance and a greater sense of achievement. Assessment designs and feedback can trigger either positive or negative emotional responses which affect learning processes and outcomes. Students who feel greater self-efficacy (p. 58) are more likely to engage productively with challenging feedback (Adams et al, 2020; Winstone et al, 2017).

2 Discuss

- Identify the typical emotional reactions your students have when working on extended tasks or handling formative feedback. Do you think it promotes or hinders their sustained effort in the subject?
- How might you help students process their emotions productively to sustain their effort across longer tasks or a series of tasks?
- How might you help them feel greater control of the process to raise their self-efficacy?



Sustained Student Effort



1 Sustained Student Effort in the Process

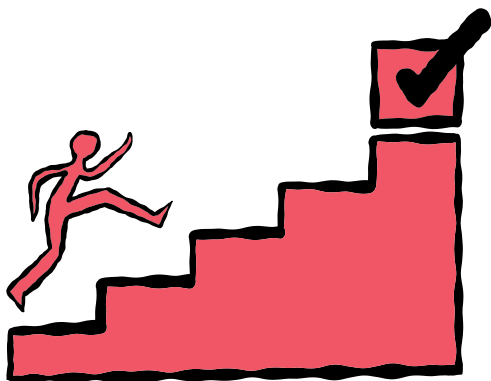
Getting students to sustain their engagement with the process of learning is often a challenge, as they don't understand why they are doing what they are doing or how it might be rewarded. Helping students see value in an activity will engage their interest, effort, and engagement. Educators can discuss why an assignment matters in the context of students' goals or real-world requirements of graduates, what constitutes quality on a given assessment task and compare students' answers to formal assessment criteria.

2 Discuss

- How you might help students to understand the following areas within your curriculum:
 - Learning objectives and expectations
 - Assessment designs and criteria
 - Reflection and self-assessment



Sustained Student Effort



1 Using Games to Sustain Effort

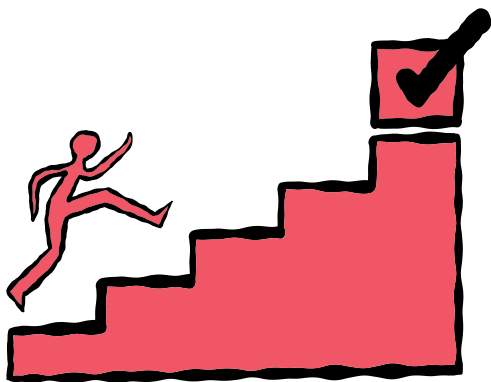
Students who are having fun may work harder, which promotes their learning. Gamified learning shares some similarities with but differs from a full-fledged, serious game. Versus paper-based formative tests, the game Kahoot! promotes higher student motivation, engagement, effort and achievement. Competitive-collaborative gamification, in which students work in small groups that compete with other groups, may also be effective for motivational and behavioural learning outcomes (Sailer and Homner, 2020).

2 Identify

- Topics within the curriculum that might be gamified.
- Potential limitations with gamifying learning in your context.



Sustained Student Effort



1 Promoting Students' Self-Reflection On Processes

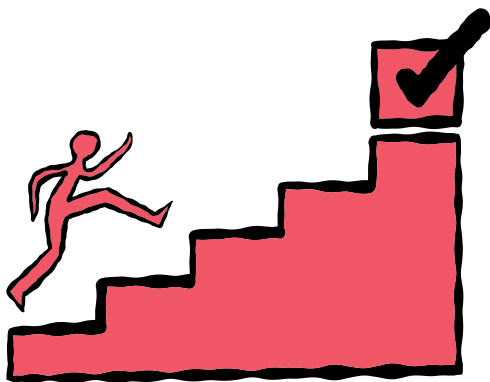
Students may need to learn how to study effectively and independently sustain their effort over time. Gezer-Templeton et al (2017) used “exam wrappers” to prompt students’ reflection in their exam preparation, improve their study skills and enhance future exam performance. As soon as students received exam results, they completed questions about their study habits, resulting in them starting to prepare earlier for exams and modifying their subsequent study approaches in future other exams.

2 Design an assessment “wrapper” that fits your context. Consider:

- On which assessment(s) might you use a self-reflective “wrapper”?
- Self-reflective questions may vary depending on the assessment type, since the questions can focus students on specific aspects of the process on which students struggle.
- What self-reflective questions would you ask?



Sustained Student Effort



1 Authentic Disciplinary Processes

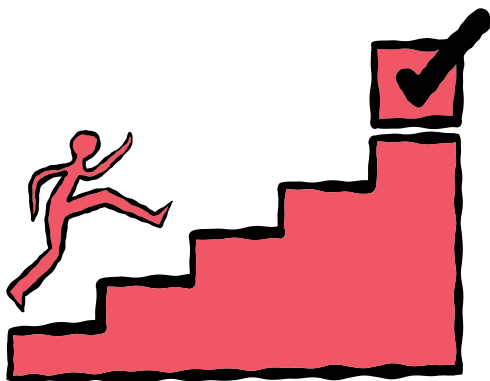
Too often, assessment looks only at the product of students work, not the process. Sustained effort involves a process, so we need to find ways to recognise and assess authentic disciplinary or professional processes (practices). In an English as a Foreign Language (EFL) context, Nilolaeva and Korol (2021) assessed both the product of students' translation and their translation process. When students provided both their translation of a 250-word text and reflections on their process, they found the new process assessment measures valuable and used their reflection to improve their translation process.

2 Discuss

- What is a key process or practice underlying an authentic task in your field?
- What would constitute a "good" or successful practice?
(your answers become assessment criteria)
- How could you assess students' process of completing an authentic task of your discipline or profession?
(not just the product of their work)



Sustained Student Effort



1 *Designing Sustained, Authentic Tasks*

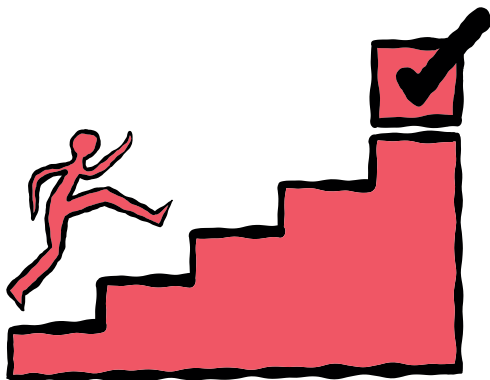
Sustained authentic tasks require students to engage in across a whole term or a whole year; such as group projects where they are addressing live case studies or participating in extended simulations. Alternatively, they may be individual projects conducting research or service projects or work-based placements. Building in “checkpoints” or interim deadlines, with opportunities for ongoing and iterative feedback, are keys to success in sustaining longer-term tasks.

2 *Discuss*

- Identify one opportunity in your programme in which students could engage in an extended, real-world project either as an individual or a group.
- How would you support and monitor students' performance over time, perhaps by designing a series of “checkpoints” or interim deadlines at which students might present summaries of progress, identify challenges to problem-solve together, and receive feedback from peers and teachers.



Sustained Student Effort



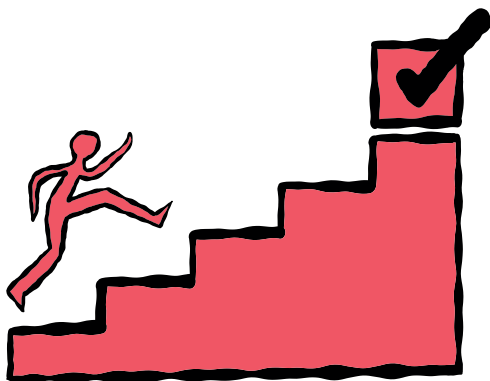
1 Automated feedback

Students often increase their study when they need to complete an assessment. Motivating students to study steadily throughout a module can be challenging; short, automated formative assessments might help. Short Kahoot quizzes at the end of a lesson or clicker questions during lectures might be useful. Most students in Nardi and Ranieri's (2019) study reported that the immediate feedback they received from completing formative-computer based assessments on their personal devices was the best part of their experience.

2 Discuss

- Discuss the potential for automated assessment and feedback to help sustain student effort in your context.
- Identify existing assessments or areas of the curriculum that might become automated to help sustain student effort.

Sustained Student Effort



1 Iterative Refinement

Iterative refinement of single piece of work is often cited as a way of sustaining student effort. Opportunities to draft an assignment, get feedback, then re-draft it can result in higher scores, especially when accompanied by lessons on how to use feedback effectively. For example, Esterhazy and Damsa (2019) studied a 20-week undergraduate biology course in which students completed three group assignments and participated in several iterative written feedback episodes with the educator. Students learned through interactions with each other, their teacher, and the available resources and had opportunities to enact feedback, self-evaluate and improve future work.

2 Discuss

- Discuss the potential for iterative refinement within your context.
- Identify a module or part of your programme that lends itself to an ongoing, iterative assessment like Esterhazy and Damsa's example.



Feedback



Feedback

Feedback in higher education plays a crucial role in enhancing student learning and development. It involves information from many different sources, that may be derived from assessments, interactions between students and object within the curriculum. Effective feedback is specific, timely, and actionable, focusing on strengths and areas for improvement. Feedback empowers students to become active participants in their learning process and supports their continuous improvement.

- 1 The following cards in this deck will explore the role that feedback plays within your programme of study.
- 2 The discussions with colleagues will help to inform the future directions and action plan you will complete at the end of the session.

- 3 More within the Literature review: pgs. 47 -65
<http://bit.ly/3BKtx9l>

Feedback



1 **Assessment Criteria**

Students often report struggling to understand what is expected in assessments and how to apply the assessment criteria to different standards of work. Uribe and Vaughan (2017) implemented an early in module formative assessment intervention. Students experienced specific sessions on understanding and addressing assessment criteria alongside multiple opportunities for feedback related to their draft work and their understanding of assessment criteria.

2 **Discuss**

- Identify which of you upload assessment criteria to the VLE or have them in the module guide.
- Identify which of you additionally discuss assessment criteria in class.
- Where are there opportunities in your curriculum to discuss assessment criteria?
- Which assessments do students encounter in the 2nd year that may be new or different?

Feedback



1 Feedback Expectations

Educators' and students' conceptions of 'effective' feedback are often misaligned. Students expect educators to give them high-quality information and guidance without always considering their own role in the process (van der Kleij, Adie and Cumming, 2019). Countless studies in the last 20 years suggest students expect feedback but are not always satisfied with it. Sparrow, Smith, Petronzi, Wilson and Roeschlaub (2020) revealed child and youth studies students wanted personalised feedback, not just standardised in-text comments and to be able to access feedback from different sources.

2 Discuss

- Discuss what your students typically expect from feedback in your department.
- Consider how you might manage students expectations of feedback in your context.
- Discuss the degree to which your students act upon their feedback.
- Discuss the potential barriers to students making use of their feedback.

Feedback



1 Exemplars

Exemplars are a range of samples from within a discipline of how others have responded to an assessment task or brief that help students understand assessment criteria and standards.

2 Discuss

Alex is a 2nd year student. Prior to each assessment, the lecturers upload information relating to assessment and marking criteria onto the VLE.

Pat is also a 2nd year student. Prior to each new type of assessment, lecturers get students to discuss and apply assessment criteria, to exemplar pieces of work, with their peers.

- Which student would give higher ratings on the clarity of the marking criteria?

Plan an exemplars session which builds upon your earlier session on assessment criteria:

Decide how many exemplars you will use and plan the structure of the session:

- Individual or collaborative peer activity
- Discussion of criteria and marking rubrics
- Providing feedback on exemplars
- Your role as 'assessor'

Feedback



1 *Timing of Feedback*

The timing of summative and formative feedback is variable, and students often report it being incongruent with their expectations and not always helpful in their learning. Many educators design formative tasks and associated feedback opportunities to incrementally help students develop prior to submitting their summative work.

2 *Tasks*

- Discuss the availability of formative and summative feedback within your programme/course. When is feedback predominantly offered?
- How can we increase opportunities for formative feedback? Discuss and identify the potential opportunities for feedback to be generated by different groups:
 - Educator, Peer & Self
 - Other university colleagues
 - Course resources

Feedback



1 The Marking Process

Many students expect that following submission of their work they will receive quick and timely feedback. However, in practice, timely is often in line with university policy for turnaround of marking. Many universities have 3 to 4 weeks as a policy. Often students are unaware of what happens to their work and quality assurance processes the work goes through when they submit it.

2 Tasks

- In your groups discuss and list the processes involved following a student submitting their work
- Design a student-facing poster that captures these processes, so students understand why it takes 3 to 4 weeks for marking and feedback processes.
- How will you engage your students with it?

Feedback



1 Technology Enhanced Feedback

In recent years technology has been evolving in ways that have the potential to help educators create and administer feedback but how can this complement the learning experience for our students. For example, Egelandsdal and Krumsvik (2019) used clickers to provide Immediate feedback, Nardi and Ranieri (2019) offered automated feedback in computer-based tests and immediate virtual reality-based feedback was offered by Belboukhaddaoui and van Ginkel (2019).

2 Tasks

- Discuss the different types of technology you use to support feedback processes.
- Discuss and consider how the below potential types of technology or technology enhanced processes could be used for feedback:
 - *Audio, Video or Screencast Feedback*
- Identify specific Assessments within the programme/course where technology enhanced feedback might be used

Feedback



1 Automated Feedback

In recent years opportunities for automated feedback have become available within learning management systems or online portals. They can reveal learning progress or create bespoke automated formative tests that feed into aligned summative assessments. In Norway, Egelandstad and Krumsvik (2019) reported that 85% of students from law, psychology and social science disciplines (n=400) perceived a formative feedback clicker intervention in their lectures as useful for self-monitoring, enhancing content understanding and revealing knowledge gaps.

2 Tasks

- Discuss the potential for automated assessment and feedback in your context.
- Identify existing assessments or areas of the curriculum that might benefit from automated assessment and associated feedback.

Feedback



1 Self-Assessment and Self Feedback

Feedback is more than 'telling'; students need to understand it and use it. Increasing students' sense of responsibility in the feedback process and promoting more proactive reading, interpretation, and enactment (use) of feedback has been shown to improve students' learning. Further students generating feedback for themselves through self-assessment rubrics or less prescribed means such as internal feedback generation (Nicol, 2021) may offer alternative mediums for feedback to become an integral part of students learning behaviours.

2 Tasks

- Where are the opportunities to implement self-assessment rubrics within your context?
- How might you create a culture where students are encouraged to generate their own internal feedback?