

SEDA Autumn Conference 2024



Session Title: EAT-ing our way to staff/student co-creation in assessment: Development of a practical toolkit for colleagues.

Session Type: Practice Papers (20 minutes)

Main presenter(s): Danielle Durham, University of Glasgow

Co presenter(s): Christopher Bateman, University of Glasgow

Others tbc

Session Summary: This session will explore our approach as academic developers to supporting academic colleagues introducing staff/student co-creation in assessment to large classes, using the EAT (Equity, Agency, Transparency in assessment) Framework (Evans, 2022) as a basis.

We will share our successes, challenges, lessons learned, the impact on staff and the student experience, as well as planned next steps.

Session Outline: The EAT Framework emphasizes the importance of student ownership in building self-regulatory skills in relation to assessment and feedback, so that they see themselves as active contributors in the assessment process (Evans, 2022). Staff/Student Co-creation has been shown to support this by developing students' assessment literacy, and supporting an assessment for learning approach (Deeley & Bovill, 2017).

As academic developers, we are uniquely placed to initiate, develop, and support staff/student partnerships in a variety of ways (Healey, 2024) which led us to embark on a project to increase awareness of, and provide practical guidance on how staff/student co-creation can be used and implemented to develop student centred, authentic and inclusive assessments, that ultimately improve the students' assessment experience.

In this presentation we will provide an overview of our project, which involved working in partnership with academics across three courses to co-design and deliver different models of co-creation aligning with different points in the 'ladder of participation in curriculum design' (Bovill & Bulley, 2011), and using the EAT Framework as a foundation, inspiration, and evaluation tool. The three models involved co-creation of a rubric, optionality in assessment, and co-creation of a formative quiz bank.

We will share our findings and reflections on the impact of each of these models on both colleagues and students, the type of support needed for colleagues to implement this approach into their assessment strategies, and how we used our findings to co-develop (with academics and student interns) a toolkit of practical resources designed to support other colleagues looking to introduce this approach.

References: Evans,C. (2022). The EAT Framework. Accessible from eatframework.com.

Deeley, S.J, & Bovill, C. (2017). Staff student partnership in assessment: enhancing assessment literacy through democratic practices. *Assessment & Evaluation in Higher Education*, 42(3), 463-477

Healey, M., & Healey, R. L. (2024). The role of academic developers in initiating, developing, and supporting student-staff partnerships in learning and teaching in higher education: a systematic narrative literature review and a new framework. *International Journal for Academic Development*, 1–29. <https://doi.org/10.1080/1360144X.2024.2338487>

Bovill, C. and Bulley, C.J. (2011) A model of active student participation in curriculum design: exploring desirability and possibility. In Rust, C. *Improving Student Learning* (18) Global theories and local practices: institutional, disciplinary and cultural variations. Oxford: The Oxford Centre for Staff and Educational Development, pp176-188