Title: **Linking skills, feedback, and assessment to develop student agency and achievement**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Link the underlying skills being tested in assessment to the activities required of students throughout their learning in a module.

- Support the development of these skills with integrated feedback

- Engage students more actively with processes of feedback and content/assessment design

- Help students to promote self-regulation as they progress through learning

Session Outline

This session uses Biggs' (2005) concept of constructive alignment as a central premise in learning and teaching, and allows participants to experience its application from a learner's point of view. Recognising and understanding the student perspective is essential in this session. Participants experience the principles and impact of self-efficacy beliefs (Bandura, 1986) and self-regulated learning (Zimmerman, 1998; Schunk & Usher, 2013) as they relate to student learning experiences, progress and achievement. They will also become aware of the impact of peer learning and different approaches to teaching and to preparing for assessment during a module. The principles of co-learning and heutagogy as outlined by Blaschke (2012) are used to make the learning process visible. Throughout the session participants explore the interrelationships of assessment tasks, assessment criteria, student engagement, skill acquisition and use, student attitudes and self-beliefs to gain conscious awareness of how students move forward in their development through a module. These topics are addressed through a practical, engaging session (see activities below) drawing on teaching practices researched and developed by the presenter (Ritchie, 2015).

Session Activities and Approximate Timings

The outline of the workshop is a follows;

The session begins by introducing student agency, self-efficacy, self-regulated learning, and a discussion of their relevance in HE, contextualising this within the continuing goal of delivering excellence in learning and teaching. (10 mins)

During the session, participants engage with a mock assessment activity, following it from the initial stages of learning to it becoming a complete submission. The importance of a direct link between process and assessment is demonstrated. Throughout the activity, discussion and comments from peers and the teacher are woven in as formal and informal feedback, and learners guide the development of the skills as they prepare for the assessment. (20 mins)

This process is then compared to practices in across disciplines when approaching assessment, and practical suggestions to embed strategies for self-regulation, autonomy, and self-efficacy are presented. Examples from research and practice are put forward, with case studies of student engagement and results. (10 mins)

Participants then work in small groups to adapt the initial activity to their own practice, discussing limitations of subject matter, type of assessment, scale, and the practical benefits to student learning and success of these principles. Research and practice are drawn from *Fostering self-efficacy beliefs in higher education students.* (5 mins)

Final discussion and Q/A (10 mins)

References

Bandura, A. (1997) *Self-efficacy: The exercise of control.* New York: Freeman.

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Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of Research in Open and Distributed Learning, 13*(1), 56-71.

Ritchie, L. (2015). *Fostering self-efficacy beliefs in higher education students.* London: Palgrave Macmillan.

Schunk, D. H., & Usher, E. L. (2013). Barry J. Zimmerman's theory of self-regulated learning. In H. Bembenutty, T. Cleary, & A. Kitsantas (Eds) *Applications of self-regulated learning across diverse disciplines: A tribute to Barry J. Zimmerman* (pp.1–28). Charlotte, NY: Information Age Publishing.

Zimmerman, B. J. (1998). Academic studying and the development of personal skill: A self-regulatory perspective. *Educational psychologist, 33*(2-3), 73-86.