Topic stream: B. Good practice

Submission type: Presentation

Submission title:
Student Partnership in Assessment

Abstract:
This small project was aimed at the preparation of students for a summative Objective Strucutred clinical examination (OSCE) where they would have to simulate the management one of four clinical emergencies and would be assessed against set criteria.The aim of this project was to engage the learner in the module assessment strategy to promote active participation, collaborative working and peer review. This project also developed key employability skills including team work. Pallof and Pratt (2009) emphasise that this encourages learners to achieve a deeper level of knowledge generation. The project involved four groups of students and each group were given a different obstetric scenario and a related video featuring the clinical management skills appropriate to the given scenerio(e.g neonatal resusciatation).Each group had to work collaboratively using a wiki site and develop assessment criteria for the given scenario.All four of the assessment criteria was then posted on the module Moodle site for all to see, accompanied by the four skills videos.As part of the module formative assessment ,the students were then encouraged to work in groups in the clinical skills centre and peer review each other against all the four assessment criteria.Involving the students in developing the assessment criteria gave the students more ownwership of their learning.This is echoed by student feedback(JISC 2010) which emphasise that students want the opportunity to become parnters in the design of assessment and feedback.This approach to assessment also gave opportunity to incorporate technology into the curriculum (clinical skills videos) and embedded the principles of construcitve alignment and the 3E framework at the extend level.On reflection,this however was the first time that students had been asked to be involved in developing assessment criteria and it required a shift in the module leaders role ,although it does encourage greater self regulating learners who become partners in the design of technology enhanced assessment and feedback.Also by the developement of the clinical skills videos specifically for this assessment, further enhanced student autonomy as the students could access them online and control when,where and how they learn (Lewis and Price 2007).