

Using Google Docs to co-create and deconstruct assessment rubrics in partnership with students to develop assessment literacy



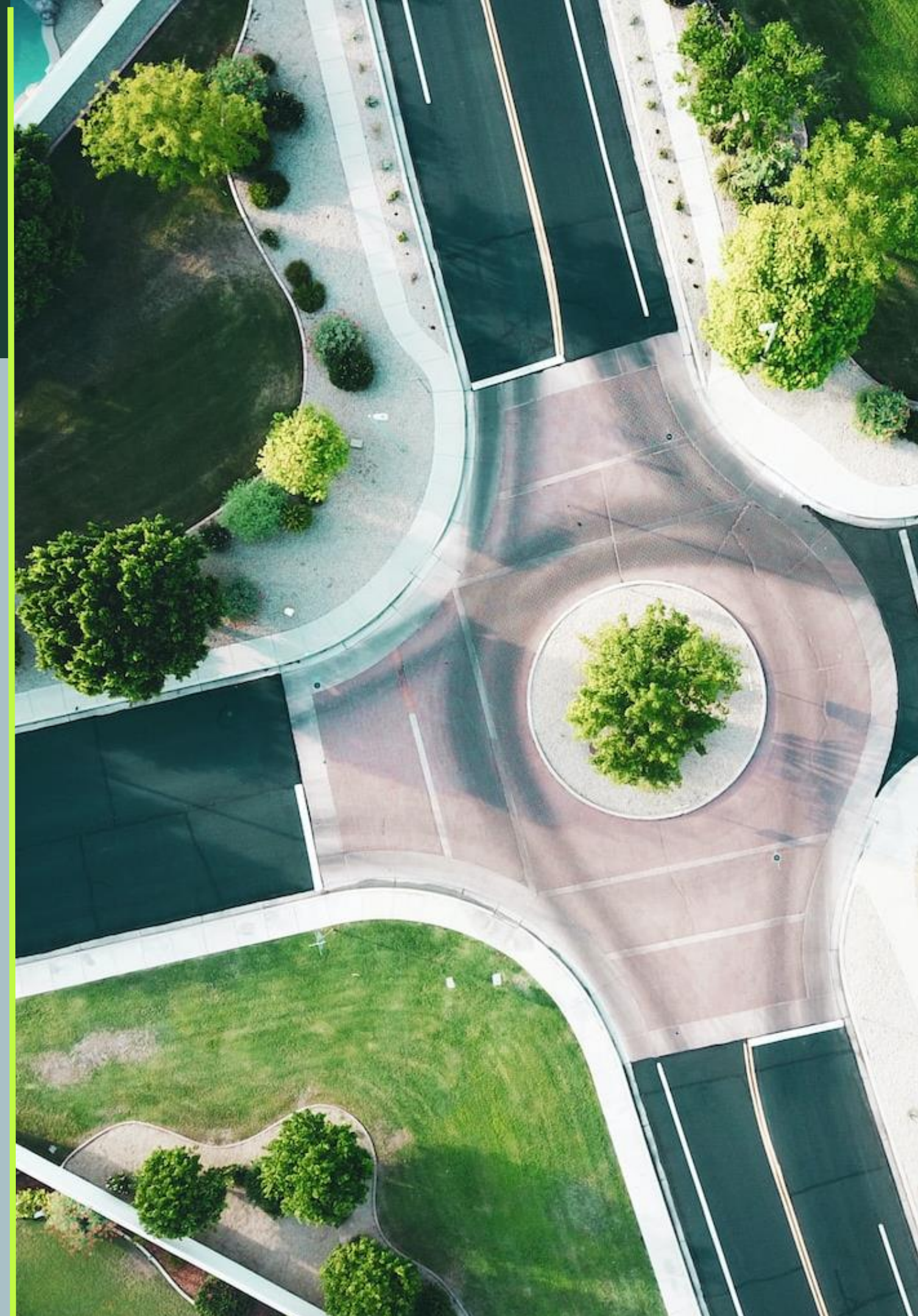
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Academic Enhancement & Professional Development

Context

- PGCERT Academic Practice in Higher Education (blended)
- Module 1: Developing & Enhancing Teaching Practice
- Activity delivered during Induction
- Staff are our students
- **Diverse participants:** often new to academia and its processes, approaches, assessment, culture...
- Large cohorts (70+)
- Complements wider assessment support in multiple modes/formats



Assessment Task

Personalised Teaching Guide with Supporting
Portfolio of Evidence



Rationale

What we hoped to achieve

We converted typical challenges into positive action statements for our wish list

Tackle assessment literacy gap

Facilitate interaction & open discussion

Reinforce purpose of rubric

Help mitigate 'imposter syndrome' & anxiety

Provide time to engage with rubric from start

Assist to formulate better questions & be more critical of the assessment

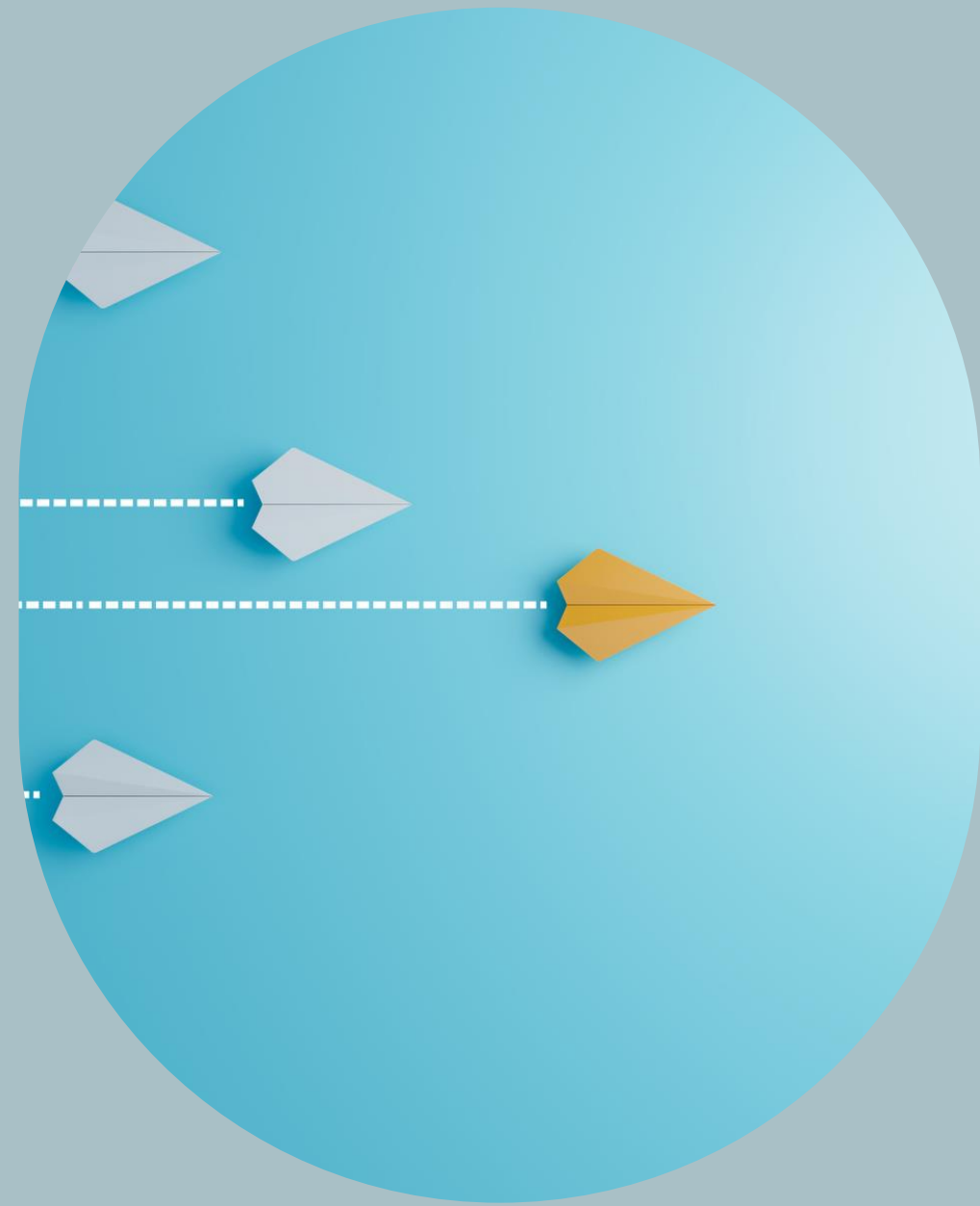
Recognise as tool for assessment success

Offer a positive experience to encourage uptake in own practice

Provide 'safe' space to build awareness & confidence

Acknowledge there's element of subjectivity

Model good practice



What we did

Three Phases

- Pre-activity
- During the activity
- Post-activity

1) Pre-activity

- Discuss and agree plan with internal **moderator**.
- Create 3 assessment criteria.
- Develop own **thresholds** for each criterion across grade bandings (use as checkpoints to guide & facilitate activity conversations).
- Provide assessment brief, assessment videos & create Google Doc link ahead of Induction.
- Request participants to bring own device (we offer spares).
- **Why Google Docs?**
- **Collaborative tool, anonymous contributions, easy to use, accessibility, tech to act as enabler not barrier.**



2) During the Activity

- Create groups.
- **Stage 1:** discuss and clarify the assessment task (20 mins).
- **Stage 2:** using assessment criteria groups identify what a **pass** looks like. Each group works on different assessment criteria (15 mins).
- Each group works on the **same** document.
- **Stage 3:** re-group to **discuss** contributions. Share **rationale** behind choices & reach **agreement** on initial 'pass' requirements. **Display** Google Doc on projector (10 mins).
- **Stage 4:** based on 'pass' requirements, identify what's required for distinction and fail (20 mins).
- **Stage 5:** de-brief again. Groups share their **rationale** which fostered positive constructive debate (10 mins).

	Distinction	Pass	Fail
al on of your ning, y and ment (LO2, 3)	Engaging with the literature and being critical of it. Being able to provide real life examples of teaching practice and evaluating what you did well/what you could do differently in a critical manner. Demonstrating awareness of strengths and areas for development and openness to looking at ways to improve practice. Evidence of putting ideas into practice to improve and reflection on what went well and what didn't. Analysis focuses is	Some attempt to evaluate your own learning and teaching, but a lack of critical engagement. All tasks completed to a satisfactory standard, no evidence of extension of tasks. Some evidence of global engagement but limited in scope and originality. Reasonable demonstration of awareness of own strengths and areas for development. Some evidence of how ideas for improvement are	Desc than writin Lack you c Focu OR w rathe both Focu one a learn asses or en rathe Minin perso enga Lack areas devel failur

3) Post-activity

- **Review:** set aside the next day to discuss & pull together student contributions to create the **final** rubric.
- **Finalise:** internal Moderator **reviews** and approves.
- **Share:** final rubric posted to VLE (with original Google Doc).
- **Feedback:** students invited to share their thoughts & responses on the final product and the experience of engaging with the task.

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2 3 4 5 6			
uide - Developing the assessment rubrics in partnership with you			
	Distinction	Pass	Fail
	Engaging with the literature and being critical of it.	Some attempt to evaluate your own learning and teaching, but a lack of critical engagement.	Descriptive rather than an analytical writing.
	Being able to provide real life examples of teaching practice and evaluating what you did well/what you could do differently in a critical manner.	All tasks completed to a satisfactory standard, no evidence of extension of tasks.	Lack of examples of you own experience.
	Demonstrating awareness of strengths and areas for development and openness to looking at ways to improve practice. Evidence of putting ideas into practice to improve and reflection on what went well and what didn't.	Some evidence of global engagement but limited in scope and originality.	Focus is only on own OR wider HE context, rather than including both
		Reasonable demonstration of awareness of own strengths and areas for development. Some evidence of how ideas for	Focus is only one one aspect of learning, teaching or assessment practices or environments, rather than all three
			Minimal evidence of personal engagement.
			Lack of awareness of areas of strength and development, or



Impact

- Earlier **access** & **engagement** with rubric
- "Took me out of my **comfort** zone" (student quote)
- External Examiner recognised exercise as **inclusive**
- Several participants **implemented** in own practice (or some version) e.g., students develop criteria for formative task
- Seeing shift away from assessment by teachers toward with/for students
- 100% pass rate
- Some still seek traditional approaches e.g., "tell me what I need to do" – we invite them to reflect on such resistance points

	Adequate 40-49	Fail/Refer Less than 40
rate good evaluation of learning, and ent practice of awareness ysis of your and areas for ment, drawing but basic ons to inform tice, that might d in scope. ve but more ve account of tice informed critical ment with some e data, policies elevant cal research in n discipline(s).	Demonstrate adequate critical evaluation of your own learning, teaching and assessment practice through: adequate but limited evidence of awareness and analysis of your strengths and areas for development, drawing limited but relevant conclusions to inform your practice. a largely descriptive account that might have some reflective elements of your practice. It is informed by adequate engagement with a limited but relevant range of evaluative data, policies or pedagogical research.	A failed or referred piece of work will have: little or no evidence of awareness and analysis of strengths or areas for development, drawing little or no conclusions to inform your practice. Descriptive, no analysis, no self reflection. Limited referencing. No link to existing literature. a descriptive account of your practice with limited or little insight to effective practice or opportunities for development. The account is informed by little or no engagement with any data, policies and/or



Anonym
Sep 9, 20

Group 2 : What the difference excellent. Dic "Exceptionally



Anonym
Sep 9, 20

Who defines a



Anonym
Sep 9, 20

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Co-creating to Deconstructing

- 'Deconstructing the rubric' activity
- Rubric uploaded as Google Doc
- Groups are allocated specific criteria to explore
- All groups work on the same document
- Groups analyse, annotate, add questions, highlight and/or underline key points (20 mins)
- Each group feeds back useful insights
- Mechanism for module team to continually review & critique rubric (and assessment) with students

Key Messages

- **Leap of faith is required!**
- **Prepare to relinquish control!**
- Google Docs right tool for us, but tech is not the driver
- Be prepared to support those pushed beyond their comfort zone
- Participants don't need to like it, rather to gain value
- Embed time to reflect on activity & experience
- Recognise it's difficult to experiment in metrics-driven world
- Potential starting point could be around formative assessment

