



Using Negotiated Assessment In Higher Education ...

Why

The constructivist pedagogy of the Msc Advanced OT programme (online) emphasises gradual development of knowledge through integration of ideas, opportunities for reflection and for ownership of a given task (Rovai 2004).

“Even the best teaching techniques would be of little help unless accompanied by a more flexible and therefore more culturally inclusive assessment” (De Vita & Case 2003).

How

- Introduced the concept to the teaching team
- Provided a clear procedure for students and staff to follow that included all aspects of the process from beginning negotiation to validation by external examiner
- Designed documentation for reporting the process
- Evaluated the process from staff and student perspectives using SurveyMonkey.com

Evaluations

Students LIKED:

- “Enabled you to choose an area of particular interest and relevance to you”
- “This very much allowed me to own the work I did and makes me have control over the specific learning outcomes I wanted to achieve”.
- “Being able to relate the assessment to place of work. collaborating with module tutor re: process”

Students DISLIKED:

- “Initially found it daunting, particularly in terms of undertaking different forms of assessment which I have not been used to previously i.e. poster presentation. Support from module tutor was helpful re: this”.
- “None, other than it would have been better to have been done slightly earlier in this module”

Staff Comments

- Agreed with the students that the time needed for the negotiation stage was originally underestimated
- It took a while for students to become familiar with the importance of the module Learning Outcomes
- External examiner was impressed with the process and outcome

Examples Of Assessment:

In addition to academic 5000 word essay also submitted were:

- Presentations delivered to team within work place with reflections
- Poster for conference
- Viva in virtual classroom
- Article for submission to BJOT

Conclusion

By negotiating their assessment students gain an opportunity to develop clearer understandings of themselves as learners and their own learning processes within their own cultural and professional environment.

Recommendations

- Ensure that time is planned for negotiation into the module timetable
- Consider having an Assessment Workshop to focus learning and assessment
- Ensure Parity:
For example: 5000 word essay = 4000 word essay + 20 minute PowerPoint presentation
- Ensure Academic Rigour by using module learning outcomes as a basis for negotiation

References

De Vita, Glauco and Case, Peter(2003) 'Rethinking the internationalisation agenda in UK higher education; Journal of Further and Higher Education, 27:4,383 — 398

Rovai A (2004) A constructivist approach to online college learning Internet and Higher Education 7 79-93



Angela Hook · Sarah Bodell · Senior Lecturers in Occupational Therapy · University Of Salford UK
a.hook@salford.ac.uk s.j.bodell@salford.ac.uk www.frederickroad.blogspot.com

