**Co-Creation: Students as Partners**

**Pedagogical Values Micro-Session**

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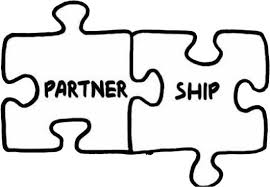
**Conceptual frameworks for thinking about students as partners**

Healy, M, Flint, A. & Harrington, K. (2016). *Engagement through partnership: Students as partners in learning and teaching in higher education.* York: Higher Education Academy.



Healy, M, Flint, A. & Harrington, K. (2016). Engagement through partnership: Students as partners in learning and teaching in higher education. York: Higher Education Academy.

Week 1: Participation & Contribution Discussion Forum (team)



This forum is a space for you to discuss your expectations of student and instructor participation in this course, which is [**activity 1.3 for week 1**](https://moodle.royalroads.ca/moodle/mod/book/view.php?id=271286&chapterid=120660).

In this activity, you are invited to share your thoughts about what an effective learning partnership looks like. You can draw from your experience in previous courses at RRU or elsewhere as you reflect on and respond to the two questions posed. Please use the following questions as headers in your response post:

1. *What does it look like when the instructor gives 100% in a course?*
2. *What does it look like when students as individuals and team members give 100% in a course? What are your commitments in this regard?*

When you respond to the question about student participation, please consider both individual and team contributions. You are encouraged to read, build on, or challenge the ideas presented by others in this forum to advance discussion on the topics brought forward.

I will summarize the themes that emerge from your posts and reflect these ideas back to you during Week 2. Additionally, I will draw from your comments to develop the Self-Assessment questions presented at the end of each unit. Then, at the mid-point of the course (end of the first week of residency), I will seek your feedback about the course with reference to your thoughts about my participation as an instructor, using the criteria you provide.

Your responses to this forum are not graded, however you are expected to participate in the discussion.

**Students as Partners in Assessment**

Boud, D., & Associates (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council. [www.assessmentfutures.com](http://www.assessmentfutures.com)

Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: The challenge of design. *Assessment & Evaluation in Higher Education*, *38*(6), 698-712.

**Three examples of students as partners in assessment:**

1. Orient students to **seeking feedback** by asking each of them:

What feedback would be most helpful to you…

* on this assignment
* for this unit

1. Develop students’ ability to **judge the quality of their own work** **and the work of others against agreed standards** by having them complete and submit the assessment rubric for each assignment. Focus most of your feedback on items in the matrix where your assessment and their assessment differ.
2. Engage students in **developing assessment criteria** for an assignment.