

Video Transcript:

This video will look at some of the that are important to consider regarding student entitlement in assessment and their implications. So, what are the things you need to think about regarding student entitlement?

Balance between student support and student agency/independence is the fundamental issue to consider. The two extremes, shown here, are one extreme of high degree of educator-led activity on the left, and high learner-led activity on the right. On the left this means high amounts of student support (which can lead to student dependence on this support), and on the right, high degrees of student agency and independence (which might mean the student does not have support if they need it). As Evans and colleagues (2018) identified, the nature of the relationship is complex and involves a variety of interactions between the learner and the educator, as well as between the learner and other learners. Co-ownership is the key to making this balance work.

Co-ownership between the learner and the educator enhances student engagement in a range of different ways. By co-ownership, we mean that the learner and the educator both have a stake in either the design of the activity, or selection of the area of focus, and co-design of the outcomes.

Firstly, co-ownership enhances the sense of personal ownership of the task by the learner – they have some say in how the assessment task is undertaken, its area of focus (which might be an area chosen by the learner – for example, the learner might select their own focus for a project or review) and so feel a sense of investment in it.

Co-ownership also means tat the learner is more likely to want to find own solutions to problems, rather than relying on the educator to direct them. Linked to this will be a greater willingness to research a topic themselves and find their own answers, rather than having the educator feed them the answers. This increased motivation is fundamental to self-regulated learning.

Co-ownership linked to enhanced self-efficacy. If you visit the EAT Erasmus website, there is a theory guide explaining self-efficacy as a concept, which you may wish to look at. Effectively, this co-ownership enhances self efficacy aspects, such as a Perceived ability to do well, or capacity for change (rather than the feeling that they are trapped in something they cannot improve or develop).

Co-ownership can support development of a growth mindset about the skill, where the student feels they can enhance and develop their capabilities in that area.

The investment in the process means that co-ownership encourages students to better internalise the standards expected of the assessment. This helps overall better understanding of the assessment criteria and their own self-regulation.

Finally, the greater personal investment that comes with Co-ownership is typically linked to greater time on task – the student investing more of their time and effort in working on the assessment. This increased investment of time is potentially then linked to better student learning outcome. It encourages better planning and strategy-building, more motivation and a greater sense of purpose, ad more ownership of the output due to the greater investment of effort into it.