

### Key advice

Think carefully about why you want to use Perusall. It is not a trick; it needs to have a purpose and it must fit with the constructive alignment of the course. There are also a number of conditions that must be met in order to use Perusall successfully. For example, it is important to have a good infrastructure. In our case, the copyright goes through the library and we have a coordinator who knows how it works and who can help lecturers who have practical questions. This helps to lower the threshold for lecturers to get started.

### Further readings

Miller, K., Lukoff, B., King, G., & Mazur, E. (2018). Use of a Social Annotation Platform for Pre-Class Reading Assignments in a Flipped Introductory Physics Class. *Frontiers in Education*, 3.

King Gary: An Introduction to Perusall (<https://gking.harvard.edu/files/gking/files/ph.pdf>)  
<https://perusall.com/>

## 15 Co-creation of a rubric to encourage ownership of learning

Interdisciplinary skills:	reflection
Characteristics:	authentic assessment assessment with rubrics assessment of group work
Roles:	self-assessment peer assessment teacher-led assessment
Purpose:	for learning of learning as learning
Course:	Developing Learning Cultures in Organizations
Program:	BSc in Child Development and Education
Institute:	University of Amsterdam (NL)
Study load:	252 hours
Group size:	30 students
Year:	third-year bachelor's students
Lecturer:	Frank Cornelissen

This example showcases how assessment and feedback can be used to promote the development of self-regulated learning. Self-regulated learning refers to the active control by students of some aspects of their own learning: for example, the setting of learning goals and the monitoring and regulating of progress towards the attainment of these goals. This is an example of an assessment practice in which students develop a grading rubric to encourage them to take ownership of their own learning.

### About the course and assessment

#### Brief description of the course

This course, part of the bachelor's degree in Child Development and Education, focuses on an understanding of the way strong learning cultures can be developed in organizations. With the guidance and feedback of lecturers, students work together in small consultancy teams (two to four persons) on authentic questions

from a variety of public and private organizations. Besides the content-related learning outcomes of the course, students develop an ability to combine consultancy and research skills for problem-solving in an authentic context, to formulate and substantiate their own view, to weigh the views of others, and to be open and critical towards their own view and those of others. The course revolves around four consecutive phases of the consultancy process: (1) acquisition, (2) analysis, (3) advice, and (4) report. The assignment consists of preparing their advice for the client, presenting this advice at the university, and writing an individual reflection essay on theory and practice.

The course is designed from the perspective of collegial pedagogy in which university teachers and students are partners in learning and mutually dependent on each other's skills and perspectives to generate quality work. Students and lecturers meet in weekly sessions that resemble the work of a consultancy firm fostering an open and free exchange of ideas. The center of attention moves away from the lecturer so that everyone becomes a member of a community of learners.

**The intended learning outcomes of this course that are addressed in this example**

The student is able to:

- guide their learning process towards their own learning goals
- collaboratively work with a client as well as with peers

**Description of the assessment**

In Week 5 of this eight-week course, students develop a grading rubric as a group. This grading rubric is used both during the final oral group presentation at the university and for the assessment of the individual, written reflection. Developing a grading rubric encourages students to take ownership of their own learning because it allows students to reflect on quality markers of their own work as opposed to relying solely on their lecturer's judgment of the work. The rubric (see example below) includes the criteria for success and briefly describes the three different levels of quality.

During the group presentation, students give peer feedback as formative assessment. Students assess the quality of their fellow students' work and provide one another with feedback using the grading rubric. The teaching team then decides on the final grades on the basis of the rubric.

**Assessment materials**

Example of the grading rubric for presentation to the client as developed by the student teams.

Objectives	Open for improvement	Adequate	Excellent
<p><b>1 Understanding the organization</b> The team can outline the current learning culture of the organization.</p> <p><i>The team conveys its understanding of what is happening in the organization.</i></p>	<ul style="list-style-type: none"> <li>The team gives a vague overview of the specific organization.</li> <li>The team does not show a comprehensive knowledge of the learning culture of their organization.</li> <li>The team does not address their client's focus and/or goal(s).</li> </ul>	<ul style="list-style-type: none"> <li>The team provides a clear outline and description of the specific organization.</li> <li>The team gives a good description of what kind of learning culture the organization has.</li> <li>The team gives a good description of why a learning culture within the specific organization is important.</li> <li>The team explains their client's focus and/or goal(s) in a coherent and understandable manner.</li> </ul>	<ul style="list-style-type: none"> <li>The team gives an in- depth outline of how the specific organization functions and how functions are related to each other.</li> <li>The team shows a deeper understanding of the learning culture and provides several points of views to support their understanding.</li> <li>The team shows a more deepened insight into their client's focus and/or goal(s) and explains why these focus/ goal(s) are of value to the organization's learning culture.</li> </ul>
<p><b>Feedback</b> Score, description of observed behavior, strengths, suggestions for improvement</p> <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>			
<p><b>2 Applying proper methodology/ theory</b> The team demonstrates (explains) their use of methodology and theory behind their advice and/or analysis.</p> <p><i>The team can combine consultancy and research skills for problem-solving in an authentic situation.</i></p>	<ul style="list-style-type: none"> <li>The team did not think about their methodology.</li> <li>The team does not use any theory to back up their advice.</li> </ul>	<ul style="list-style-type: none"> <li>The team explains which methodologies they used and why they did so as well as why they did not use other obvious methodologies.</li> <li>The team shows that they used some theories from literature.</li> </ul>	<ul style="list-style-type: none"> <li>The team can justify in depth which methodologies they used and why they used them.</li> <li>The team correctly provides practical solutions and sufficiently supports their ideas with literature evidence.</li> </ul>
<p><b>Feedback</b> Score, description of observed behavior, strengths, suggestions for improvement</p> <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>			

<p><b>3 Presentation of advice</b></p> <p>The team can provide the client with insight into their own situation and the pathways for improvement.</p>	<ul style="list-style-type: none"> <li>• The team has difficulties in presenting the advice in a clear, understandable way.</li> <li>• The team does not have visual or literal material to back up their presentation.</li> <li>• The team does not present improvements coherent with the presented problem.</li> <li>• The team does not provide insight into their client's situation, has a shallow explanation, and/or no examples.</li> </ul>	<ul style="list-style-type: none"> <li>• The team's advice fits partly with the problem presented.</li> <li>• The advice is well thought out but not clearly presented.</li> <li>• The pathways of improvement are apparent but lack innovation and creativity.</li> <li>• Insight into client's situation is clear and presented, but without examples.</li> </ul>	<ul style="list-style-type: none"> <li>• The advice fits the problem presented.</li> <li>• The advice is well thought out and clear.</li> <li>• The next stages are made apparent (practical or abstract/process-based).</li> <li>• The advice is creative, using both theory and original, innovative thought.</li> <li>• Insight into their client's situation is clear, and supported by examples from observations.</li> </ul>
<p><b>Feedback</b></p> <p>Score, description of observed behavior, strengths, suggestions for improvement</p>			
<p><b>4 Professional presentation performance</b></p> <p>Good preparation from the team, engagement with the chosen client, enthusiastic, good structure and flow, constructive/clear/informative slides.</p>	<ul style="list-style-type: none"> <li>• There is little cohesion between the material presented and the team.</li> <li>• The team seemed unprepared for the presentation.</li> <li>• The team could not hold the audience's attention.</li> <li>• The team was not able to manage their time well for the presentation.</li> <li>• The team was not prepared for the client's questions and could not respond to their questions.</li> <li>• The team showed no enthusiasm at all for the project.</li> <li>• The team did not establish eye contact with the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• The team was prepared for the final presentation.</li> <li>• The presentation was easy to follow.</li> <li>• The team held the audience's attention but without engaging them.</li> <li>• The team was able to respond to the majority of the client's questions.</li> <li>• The team showed interest in the project but no enthusiasm.</li> <li>• One of the members of the team did not establish eye contact with the audience.</li> <li>• The body language of the team was active but did not use hand gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• The team was prepared for the final presentation and included creative material.</li> <li>• The presentation was easy to follow (good flow and logic).</li> <li>• The team was able to hold the audience's attention and engaged with them throughout the presentation.</li> <li>• The team had good time management.</li> <li>• The team was able to respond to the client's questions.</li> <li>• The team showed enthusiasm and interest about the project.</li> <li>• The team established eye contact with the audience.</li> </ul>

<ul style="list-style-type: none"> <li>• The body language of the team was tense and didn't seem confident.</li> <li>• The members of the team were reading the slides.</li> </ul>	<ul style="list-style-type: none"> <li>• The slides were only a visual aid and the team sometimes read from them.</li> </ul>	<ul style="list-style-type: none"> <li>• The team's body movements were active and used hand and face gestures.</li> <li>• The team did not simply read the presentation slides.</li> </ul>
<p><b>Feedback</b></p> <p>Score, description of observed behavior, strengths, suggestions for improvement</p>		

## Experiences and insights of the lecturer

Frank Cornelissen

### The reason for using the assessment method

We promote self-regulated learning by arranging a supportive learning environment that enables students to practice self-regulation. It is for this reason that we have opted for a collegial pedagogy, with one of the key characteristics of the course being that the students and lecturers all become members of a community of learners. The assessment of the course is aligned with these principles. Students take part in the assessment process themselves, enacting collaborative assessment.

### Reflections on the assessment method

I see great benefits in involving students in the assessment because checking one's progress against clearly defined and well-understood criteria promotes learning and self-regulation. When done well, collaborative assessment offers benefits for both students and lecturers.

### Advantages and disadvantages

Almost all students valued the assessment process in the course. It proved once again that students can give very good feedback to each other based on a grading rubric. Furthermore, this feedback does not differ from what we as lecturers would have given. The advantage of peer feedback based on a self-developed grading rubric is that students also learn to self-evaluate their own work as a result of applying assessment criteria to the work of their fellow students. An added practical benefit is that there is simply more feedback that students can receive from peers than we as university teachers could ever provide on our own.

For the university teacher team, it is important to recognize that students need sufficient time to revise and improve their work on the basis of feedback from their peers and lecturers. This year the feedback was given during the final oral presentation to the client, and since this occasion was the last meeting, students were

unable to adjust their presentation as a result of the feedback. Next year we would make the formative aspect of the assessment stronger by bringing the feedback to the fore during a test presentation. I also want to make an earlier start with the development of the rubric.

#### Key advice

When practicing collegial pedagogy, it is crucial for lecturers and students to have equal status. For example, involving students in defining the assessment criteria fits well in this didactical approach.

## 16 Peer and self-assessment for student-led activities

Interdisciplinary skills:	collaboration reflection
Characteristics:	authentic assessment assessment of group work self-regulated learning
Roles:	self-assessment peer assessment
Purpose:	of learning as learning
Course:	Education Development and Social Justice
Program:	MSc in International Development Studies
Institute:	University of Amsterdam (NL)
Study load:	168 hours
Group size:	25 students
Year:	first-year master's students
Lecturer:	Mieke Lopes Cardozo

If your aim is to develop your students as agents of change, then this will have consequences for what and how you teach. The lecturer in this example developed a learning strategy according to her pedagogical beliefs. The students in the course co-create their own learning activities and are (partly) responsible for their own and their peers' assessment. This allows students to have agency over their learning progress.

### About the course and assessment

#### Brief description of the course

Starting from a critical theoretical and historical perspective, students in this course critically assess the past and present global governance of education processes and both dominant and counter-hegemonic policy repertoires. Students explore a critical view on educational change – and education as a mechanism for potential societal change – as a complex relation between macro-level policies and micro-level policy translations into practices, influenced by historical and larger