

The challenge of student engagement in the assessment of Learning Gain

Dr Linda Speight, Dr Stephen Haddelsey, Alison Brumhead

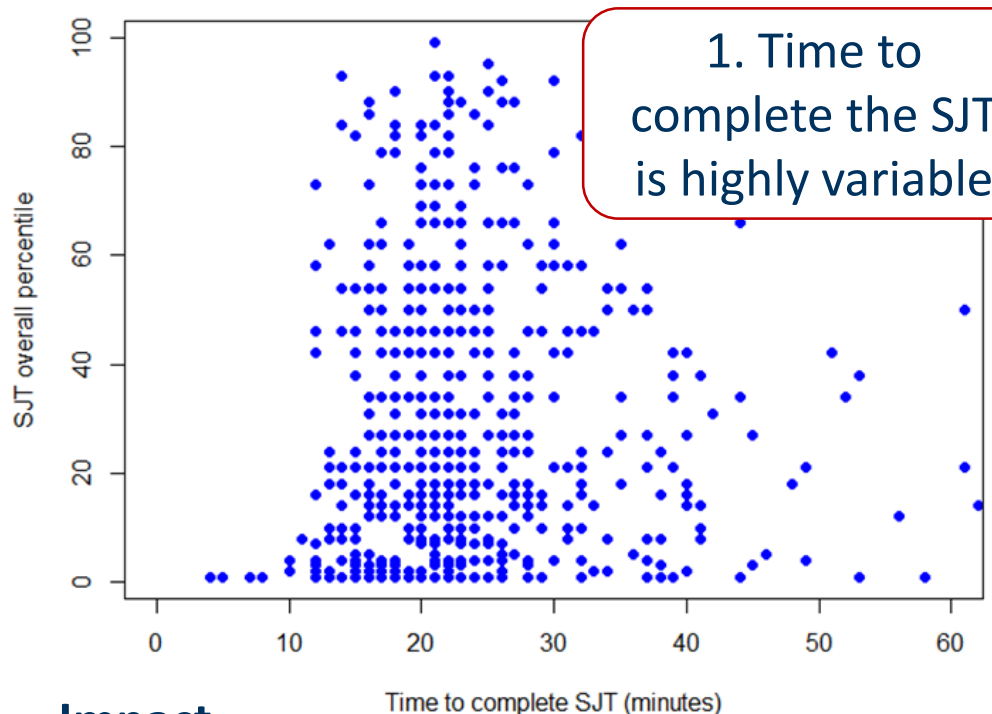
Research Outline

The Lincoln pilot project assesses possible means to measure the 'distance travelled' by students over the three-year period of their undergraduate studies. It combines outputs from standardised psychometric tests (SJTs) and reflective student self-assessments with data on academic achievement, attendance, and involvement in extra-curricular activities.

Challenge

A major challenge has been ensuring meaningful student engagement. This is defined as students working through the tests in an active and meaningful way and being proactive in their efforts to engage with additional opportunities.

Data & Observations



1. Time to complete the SJT is highly variable

The second time I concentrated properly and I finished the second one with an average of 64%.

You don't think you became 63% better over that time?

Not at all. No one can improve from such a well below average to a slightly above average in under a year.

No attendance at careers and employability sessions

No reported discussions with personal tutors

2. Engagement amongst first years is limited

Impact

Without meaningful engagement it is:

- difficult to set a baseline for the assessment of learning gain, and,
- students do not derive full benefit from taking part in the study.

Discussion question
How can we improve meaningful engagement?