

Evidence Summary 3.3.3

The evidence I draw upon in this section is from student unit satisfaction feedback. One of the feedback extracts refers to a School Sport ACT volunteer event. The associated SWOT (strengths, weaknesses, opportunities and threats) analysis assessment task, about the experience of volunteering, is designed to help meet the needs of students who are more reflective in their learning and perhaps less 'academic' in their writing. This task then, provides an opportunity for those students to demonstrate their understanding of the four SWOT elements, with self-reflection also being an important skill for future teachers to have. In planning this assessment task, I deliberately set it up so students can self-select from a wide range of sports events made available through a spreadsheet on Canvas. Having multiple events and different sports means students can fit this assessment task within their other commitments. Also, they can choose a sport they already have expertise in, or alternatively, one in which they can further develop their knowledge.

It is a requirement at my university that all assessment tasks are pre-planned, finalised and published in unit outlines and canvas sites, prior to teaching commencing. However, in 9893 S1 2024, an opportunity arose for a main assessment to be negotiated and co-constructed with my students. This situation came about, because of delays with a funded research project involving the students, which necessitated a completely re-designed alternative. As this student notes 'the unfortunate circumstances surrounding assessment 3 could not be avoided and it was good to see John work collaboratively with us all and take on board our feedback in creating a new assessment task'. This feedback is also evidence of my approach to genuinely give students a voice in their learning and reflects my teaching philosophy of 'prioritising research informed student-centred approaches, to promote actual learning in HPE and adequately prepare future teachers' and as stated in my Claims Against Assessment Criteria.

Some student feedback was appreciative of my willingness to change assessment submission dates. I do this to accommodate students' needs, taking account of their busy lives and preferred times for completing unit work. I think changes like this can often be easily met by tutors and can make a big difference for students experiencing stress in balancing study with other commitments. For example, one who comments the extension I provided 'drastically improved' their mental wellbeing. Further, in any given unit I seek to include contrasting and complementary assignments tasks such as quizzes and essays, in trying to meet a range of preferred learning needs. Also, my switch from exams to quizzes represents a major turning point in my approach to assessing students (see 3.3.6) again reflecting my responsiveness to student needs. The impact of this change is suggested in the following 'this method eases my stress as I know that my knowledge of the content is being assessed throughout the semester'.