

IUQB Seminar - 3rd November 2009-Westbury Hotel, Dublin.

Striving to enhance the student experience: Implementing a student centred approach to learning

<i>Title of case study/poster</i> NCAD Core Studies: Studio Module Assessment	
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<i>Relevant element of ESG</i> Assessment of students	
<i>Outline of case study/poster</i> Background/Introduction NCAD Core Studies is the first year programme for students commencing all degree programmes at NCAD*. Core Studies seeks to implement and maintain best practice in the management of students' academic progress and the assessment of their work. (*The degree in Industrial Design is a partial exception) Objectives <ul style="list-style-type: none">• Clarify and make more transparent the assessment procedures.• Introduce students to student-centred study• Involve students in the management of their own academic progress• Support students in developing an independent, critically reflexive studio practice• Position Core Studies as an interdisciplinary discourse (i.e. set of concerns and/or practices) within NCAD, as opposed to a time or location-based foundational model Methods/Actions <ul style="list-style-type: none">• Written briefs provided for each study module listing learning activities and learning outcomes.• Teaching within each module is focused on meaningfully connecting learning activities to learning outcomes.• Assessment criteria are published• Assessment by at least two staff per module• Results of each module provided to students in tutorial sessions• Feedback is broken down and discussed as per marking criteria• Student report forms are issued and collated (in which students provide a written account of their tutorial, advice given, and course of action to be taken).	

Results/Achievements

- Increased transparency in assessment procedures
- Greater clarity as to each student's academic progress
- More opportunities to support underperforming students
- More even spread of workloads (for staff and students)
- Students take more responsibility for their own progress
- Enhanced dialogue with colleagues across NCAD

Challenges/Experiences

- Staff and students value the improved clarity and structure.
- Progress to 2nd year simplified
- Students become adaptable, resourceful and independent

Conclusions

These procedures provide a solid basis for progress in the face of imminent change at NCAD and across Irish 3rd level education