



[Researcher names, institution names, course names and dates will need to be modified to suit your context. The protocol included here was used in the actual project during 2017.]

Protocol for Co-construction of rubrics in Phase 2

Who has this protocol document been created for?

This protocol document has been created for

1. the RESEARCHERS (Tony Williams, Wendy Jackson, Bev Christian) in the OLT Rubric project who are responsible for the development and administration of the Phase 2 data collection instruments; and
2. the LECTURERS/ STUDENTS/ RESEARCHERS involved in the facilitation of the rubric co-construction process that lecturer- and student-participants engage in during Phase 2 of the project (Semester 1, 2017).

Note: Processes 1-3 outlined in this document will be coordinated and monitored by group responsible for Protocol 2 - Tony Williams, Wendy Jackson, Bev Christian. The Lecturer-participants in the project should especially refer to [Process 2: Rubric co-construction and planning](#).

Overview of this protocol document

The purpose of this protocol document is to provide procedures for the RESEARCHERS about how to:

1. develop the data collection instruments and recruit participants;
2. give guidance to LECTURERS and STUDENTS on how to co-construct a rubric and administer the data collection instruments.

Process 1: Develop the data collection instruments and recruit participants [for Researchers]

What are the data collection instruments?

The data collection instruments for Phase 2 will be designed, piloted and administered by Wendy, Tony and Bev during Semester 1, 2017 (during Phase 2 of the project). Both lecturers and students will be requested to complete these instruments to give their feedback on the process of co-constructing a rubric for one assessment task. The data collection instruments will be administered *before* and *after* the lecturers and students have been involved in the co-construction process.

Purpose of the data collection instruments

The purpose of gathering data using the data collection instruments in Phase 2 of the study is to provide information to answer Research Question no. 2:

How can students and teachers co-construct and plan the collaborative use of rubrics for student learning?

Types of instruments

The data collection instruments include:

- A questionnaire which will be administered at the beginning of the co-construction process for lecturers and students. Students and staff will complete slightly different versions of this instrument.
- A questionnaire which will be administered at the end of the rubric co-construction process for lecturers and students. Students and staff will complete slightly different versions of this instrument.
- A focus group for students or an interview with the lecturer will be facilitated at the end of the rubric co-construction process, after the questionnaires have been administered. Students and staff will be asked slightly different questions in the focus groups and interviews.

Format

The questionnaire will be developed and administered in a paper-based format. The focus group will take place on-campus or via video-conference (if required).

Development of questionnaire and focus group questions

The questionnaire and focus group questions have been developed across Phase 1 and 2 of the project. Questions from our Avondale Ethics Application have been used.

Recruit and contact lecturers and students (Jan – 31 March 2017)

Bev, Tony and Wendy to:

- recruit lecturer and 5-8 student participants from each discipline (liaise with Tony, Maria, Jack in Jan-Feb 2017);
- recruit pilot group (about 5 lecturers and 5 students) who have not been recruited for the project);

- contact lecturer and 5-8 student participants from each discipline (i.e., not the pilot group) to inform them of the process of rubric co-construction and data collection using the Phase 2 protocol and instruments, with timeframe and due dates.

The recruiting of participants should be completed by the end of March or early April. Wendy, Bev and Tony are required to recruit participants and to keep records of these participants (numbers of lecturer-participants and student-participants, their institution, the unit in which they are enrolled or in which they teach, the lecturer's name, etc). See Table 1: Our participants and data collection schedule.

Guidelines for the researchers contacting the lecturer-participants:

- Ensure you have opened communications with your lecturer-participants
- Send the lecturer-participants the protocol and timetable; and
- Set up a meeting with the lecturer-participants to go over the protocol to ensure understanding of what/when needs doing
- The first action the lecturer needs to take in preparation is to construct a draft of the rubric they are going to utilise during the co-construction with students. They need to do this so they can ensure they have thought about and included attributes that concern the kinds of issues that students are not usually aware of, but that are essential parts of the learning task make-up.
- Organise with the lecturer-participants to ensure that the days/dates/times for each session are recorded (also sent to Jack) and whether you need to be present or facilitate during each session.
- Jack will need to know the numbers of participants so printing can be done if needed.
- Become conversant with the processes in the protocol so that you can effectively manage the data collection sessions (you will be the go to person for assisting with the concepts and processes that the protocol outlines).

Table 1: Our participants and data collection schedule (Phase 2)

Institution	Discipline	Unit/ degree year for rubric co-construction (Sem 1)	Unit/ degree year for rubric use (Sem 2)	Lecturer	No. of students	OLT researcher to collect data*
CSU	Medical Radiation Science	MRS290: Medical Radiation Science Practicum [Bachelor of Medical Radiation Science- Medical Imaging; Bachelor of Medical Radiation Science- Nuclear Medicine; Bachelor of Medical Radiation Science – Radiation Therapy]	MRS203: Imaging Anatomy [Bachelor of Medical Radiation Science- Medical Imaging; Bachelor of Medical Radiation Science- Nuclear Medicine; Bachelor of Medical Radiation Science – Radiation Therapy]/ Year 2	Michelle Reeves	6-9	Andrew

Institution	Discipline	Unit/ degree year for rubric co-construction (Sem 1)	Unit/ degree year for rubric use (Sem 2)	Lecturer	No. of students	OLT researcher to collect data*
UTS	Creative Writing/ 1 st year	Call for volunteers	Working with students during semester to co-construct the rubric for Imagining the Real (54071)/ Bachelor of Communication (Creative Writing)	Sue Joseph	4-7	Carolyn
Avondale	Theology/ 3 rd and 4 th years, 300 level unit	THEO36130: Ecclesiology and Sabbath/ Bachelor of Ministry and Theology	THEO36110: Salvation and Eschatology	Wendy	4-6	Carolyn
Avondale	Education/ 3 rd year, Bachelor of Teaching/ Bachelor of Arts (Primary)	EDUC22103: Curriculum & Pedagogical Studies: Teaching and Researching for Effective Learning.	EDUC24108 Curriculum Studies From Theory to Practice	Bev	6	Peter and Maria (after 29 May)
Avondale	Nursing/ 1 st year	NURS11000 Nursing Practice 1/ Bachelor of Nursing	NURS12000 Nursing Practice 2/ Bachelor of Nursing	Linda Cloete	Approx. 5-10	Maria and Jack
Avondale	Nursing/ 3 rd year	NURS33300 Nursing Practice 5/ Bachelor of Nursing	NURS34400 Nursing Practice 6/ Bachelor of Nursing	Sonja Dawson	Approx. 5-10	Maria and Jack

*Note that this person needs to coordinate the data collection, including reminding the lecturer involved when the data will be collected and when the co-construction sessions need to happen (as outlined in the Protocol 2 document).

Pilot (3-14 April 2017)

Pilot Phase 2 data collection instruments with pilot group and adjust data collection instruments accordingly.

Please note that we don't have time to pilot these instruments for use by CSU who need to start using them in late February.

Process 2: Rubric planning and co-construction, and data collection [for Participants]

See the [Overview: TIMEFRAME](#) earlier in this document for due dates.

The team (Wendy, Bev and Tony) responsible for ensuring the lecturer-participants and student-participants in the study will follow these instructions. At CSU and UTS, Andrew and Sue will manage these processes, supported by Wendy, Bev and Tony. Jack and Maria will be available for support.

During Semester 1 2017 (Phase 2 of the project), students and lecturers across the three institutions will co-construct an assessment rubric for one assessment task in a subject (unit or course) which takes place in Semester 2 2017 (during Phase 3 of the project). They will also collaborate to devise instructions for the lecturers and students about how to use the co-constructed rubrics in the following semester.

It is recommended that the rubric construction process take place between 24 April – 2 June (during Weeks 8-13) for Avondale and UTS, or earlier, and from 27 February– 28 April 2017 for CSU.

It is suggested that the lecturer meets with their selected group of students four (4) times during the rubric construction process.

Each co-construction session will require approximately 50-60 minutes. Guidelines for each session, some of which include data collection points, are outlined below.

Before Teacher preparation session (Guidance from Researchers)

When? Before Week 8 (before 24 April 2017)

Timing:

- This session should take place prior to the teacher preparation week and prior to 4-week co-construction/planning period
- For CSU: In the early stage of the period: before 27 February 2017.
- For Avondale and UTS: This session should take place before Week 8 (before 24 April 2017).

Purpose: Researchers from the project will meet with each of the Lecturer-participants to ensure they understand:

- How to follow the instructions in the Process 2 section of this Protocol document.
- How to collect the data required during the co-construction process from two questionnaires and one focus group or interview.

Before Co-construction session 1 (Teacher preparation)

When? Week 8 (24-28 April 2017)

Timing:

- This session should take place prior to the 4-week co-construction/planning period
- For CSU: In the early stage of the period: 27 February 2017- end of April 2017.

- For Avondale and UTS: This session should take place in Week 8 (24-28 April 2017).

Purpose: Each of the Lecturer-participants should create a draft rubric before they begin co-construction with the students.

Distance and on-campus students: These co-construction sessions will probably happen on-campus but if lecturers would like to engage distance (off-campus) students, they could do so using technology such as email, video-conferencing or phone.

Outcome: At the end of this week, each of the Lecturer-participants should have a draft rubric that they can use during the first co-construction session which will take place during the following week. The lecturers may need to consult their unit/course learning outcomes, AQF, graduate attributes and other discipline standards. To assist with this process, lecturers are encouraged to consult the following:

- A list of effective rubric characteristics along with advice and cautions about co-constructing rubrics, provided by assessment and rubric experts.
- A diagram showing the components of a rubric.

Co-construction session 1 (Introduction)

When? Week 9, 1-5 May 2017

Timing:

- This session should take place early in the 4-week co-construction/planning period
- For CSU: In the early stage of the period: 27 February 2017- end of April 2017.
- For Avondale and UTS: During Week 9, 1-5 May 2017.

Purpose: The purpose of Co-Construction Session 1 is to introduce the participants to the project, begin to develop a shared understanding of rubrics, to begin to explore the ERCs and to collect data using Questionnaire 1 for students and teachers.

Distance and on-campus students: These co-construction sessions will probably happen on-campus but if lecturers would like to engage distance (off-campus) students, they could do so using technology such as email, video-conferencing or phone.

Preparation: The Lecturer has previously created a draft of the rubric to be used for the assessment item which embeds the following:

- Alignment with learning outcomes of the unit
- Consideration of the AQF and any other industry, discipline or government standards
- Graduate attributes

Copies of consent forms and information statements need to be ready to give to the students.

Examples of rubrics should be provided – see project Moodle site for examples. These will be provided to Lecturers by members of the project team.

Consent of participants: By this stage, the Consent Forms may have already been signed and the Information Statements about the project may have already been distributed. If not, they should be distributed and signed during this co-construction session.

Instructions for the LECTURER. Suggested activities for the first session with students

- Check that the Information Statements have been distributed.
 - Check that check consent forms have been signed and collected.
 - Revise project purpose.
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| <ul style="list-style-type: none"> • Administration of Questionnaire 1 for students and teachers about prior knowledge of rubrics and rubric use. |
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- Overview of process of rubric co-construction and data collection.
 - Discussion session to determine student understanding and experience of using rubrics. Show students some rubric examples. Each lecturer will be provided with some examples of rubrics before the co-construction begins. Examples of rubrics will be stored on the project's Moodle site.
 - Show students assessment task and the corresponding learning outcomes.
 - Discuss the language of rubrics and ask students to match some previously written criteria descriptors with specific learning outcomes.
 - Share with students the list of effective rubric characteristics identified by experts (from Phase 1), along with the advice and cautions, also provided by the experts.

Co-construction session 2 (Begin rubric construction)

When? Week 10, 8-12 May 2017

Timing:

- This session should take place in the middle of the 4-week co-construction/planning period
- For CSU: In the middle stage of the period: 27 February 2017- end of April 2017.
- For Avondale and UTS: During Week 10, 8-12 May 2017.

Purpose: The purpose of Co-Construction Session 2 is to introduce the participants to process of co-constructing rubrics and to further explore the ERCs.

Distance and on-campus students: These co-construction sessions will probably happen on-campus but if lecturers would like to engage distance (off-campus) students, they could do so using technology such as email, video-conferencing or phone.

Preparation: The Lecturer has previously created a draft of the rubric to be used for the assessment item which embeds the following:

- Alignment with learning outcomes of the unit
- Consideration of the AQF and any other industry, discipline or government standards
- Graduate attributes

Have a few spare copies of consent forms and information statements ready in case there are any students who have not yet signed them.

Examples of rubrics should be provided – see project Moodle site for examples. These will be provided to Lecturers by members of the project team.

Instructions for the LECTURER. Suggested activities for the second session with students

- Revise the list of effective rubric characteristics identified by experts (from Phase 1), along with the advice and cautions, also provided by the experts.

- Revise rubric components (marking criteria, performance levels, performance descriptors, feedback narrative/ comments, scoring).
- Create a rubric template or structure, or base it on the generic rubric structure
- Demonstrate the location of the learning outcomes in the Unit Outline or Student Information and explain how these are used to create rubric criteria.
- Assign each criterion to one or a pair of students who will develop descriptors for each performance level.
- Collate descriptions for all criteria.

Co-construction session 3 (Continued rubric co-construction)

When? Weeks 11, 15-19 May 2017

Timing:

- This session should take place towards the end of the 4-week co-construction/planning period
- For CSU: Towards the end of the period: 27 February 2017- end of April 2017.
- For Avondale and UTS: During Weeks 11, 15-19 May 2017.

Purpose: The purpose of Co-Construction Session 3 is to continue rubric co-construction.

Distance and on-campus students: These co-construction sessions will probably happen on-campus but if lecturers would like to engage distance (off-campus) students, they could do so using technology such as email, video-conferencing or phone.

Preparation: The Lecturer should bring along the partly constructed rubric from the previous session.

Instructions for the LECTURER. Suggested activities for the third session with students

- Ensure criteria, criteria descriptors and performance level explanations have been completed.
- Achieve consensus among lecturers and students that explanations of performance levels and descriptors are appropriate and easily understood.
- Finalise rubric using the list of effective rubric characteristics identified by experts (from Phase 1)

Co-construction session 4 (Finalise rubrics and planning of collaborative use)

When? Weeks 12-13, 22 May – 2 June 2017

Timing:

- This session should take place at the end of the 4-week co-construction/planning period. It may take place across two sessions.
- For CSU: At the end of the period: 27 February 2017- end of April 2017.
- For Avondale and UTS: During Weeks 12-13, 22 May – 2 June 2017.

Purpose: The purpose of Co-Construction Session 4 is to finalise rubric co-construction and to collaboratively plan the instructions that will be used to implement the use of the rubrics in the following semester and to collect data using Questionnaire 2 for students and teachers,

focus group interview and interview schedule.

Preparation: The Lecturer should bring along the partly constructed rubric from the previous session.

Instructions for the LECTURER. Suggested activities for the fourth session with students

- Finalise rubric co-construction to produce a rubric of which the participants have a shared understanding
- Write instructions for how the rubric will be used collaboratively by teachers and students in the following semester
- Proof read and edit the rubric and instructions for use
- Administer Questionnaire 2 for students and lecturers about reactions to co-construction process
- Administer Focus Group for students and interview lecturers
- Thank the participants for their time and collect the email addresses of participants who would like to receive a letter of acknowledgement for their participation in the project.