

Student-faculty Collaboration on Learning Assessment Design (CLAD):

A model for action research in higher education

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Background

- First time teaching Professionalism course in an accelerated BScN program (n=176)
- Seeking meaningful student input

Questions

- Can students and faculty work in partnership to revise learning assessments?
- How does the student-faculty collaboration process influence professional identity and practice?

Methods

Collaborative Inquiry:

A collaborative process of systematic inquiry focused on examining pedagogical practices to improve educational outcomes for students

Model of collaborative inquiry



Students and faculty

- Exchange perspectives and knowledge
- Address theory-practice gaps



(Revised) learning assessments:

- 2017: 3-part scaffolded assignment, graded
- 2018: 8 reflective journal submissions, non-graded

CLAD

Student involvement:

- Focus Group (n=8)
- World Café
- Team Meetings

Sharing findings:

- Scholarship (poster and manuscript)



Next steps...

- Revise 2019 learning assessments using World Café findings and student feedback
- Measure effectiveness of learning assessments in promoting understanding of professional identity using pre- and post-course survey of 2019 NUR351 students
- Develop program of research in area of CLAD and quality improvement in education

Findings

1. Fostered the development of professional identity and competencies including leadership, conflict resolution and self-reflective practice
2. Contributed to a sense of purpose, resilience and belonging in both students and faculty
3. Resulted in curriculum that strengthens links between academia and the world of practice/work

Perspectives on the collaborative process

Students

“CLAD required active listening, dialogue, vulnerability, time, trust, and identifying mutual goals”

“Helped me achieve a new level of engagement with the ideas surrounding professionalism in nursing”

“Provided opportunity for inclusion and voicing student perspective”

Faculty

“Power sharing was the most challenging and rewarding aspect of CLAD, leading to mutual recognition, valuing, and a sense of community”



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