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**Description of Embedded Assessment of Inquiry/Research in Concepts of Wellbeing**

In the initial trial in 2011, a range of strategies were used to embed the Inquiry/Research capability. The Inquiry/Research Quiz and LibSkills modules were included at the beginning of this subject. The quiz and modules appeared in week one and students were given two weeks to complete the quiz and associated modules. This was considered to be a learning activity rather than an assessment of Inquiry/Research skills. Additional teaching/learning activities included two half lectures from the faculty librarian in weeks 2 and 3 in order to familiarise the students with the library search functions, and to teach the technical aspects of referencing. The faculty librarian also took ICT tutorials in another subject in week three where she assisted students in applying their database searching skills to the assessment for this subject. In addition, AL&L sessions on referencing were conducted in weeks four and five.

The major assessment for Concepts of Wellbeing was the Personal Wellbeing Plan. The PWP assessment required students to identify an area of their physical, mental, emotional, social, spiritual or environmental wellbeing that they wanted to improve and to develop an evidence based plan for action, attempt to change their health behaviour, and then reflect on the process. Inquiry/Research was embedded over three of the four stages of the PWP assessment. Stage 1, the Proposal (10%, due Week 4) required students to present an evidence-based plan for behaviour change and to provide the APA references of two peer-reviewed journal articles that they might use to support this plan in Stage 2. The Proposal was marked and returned to students within a week, with feedback focusing on academic writing and referencing skills as well as the suitability and credibility of the articles chosen and suggestions for revisions to their database search strategy. This gave students the opportunity to receive some formative feedback on their academic writing and aspects of Inquiry/Research prior to being formally assessed.

Stage two of the assignment, the Theoretical and Background Information (30%, due in Week 8), required students to summarise peer reviewed journal articles that related to the area of wellbeing that they had chosen, and to indicate how the research related to their plan. Students were required to include an introduction and conclusion, and then to summarise the journal articles that they had found in terms of the methods and results of research, and then relate the research to their personal plans to improve their wellbeing. The assessment of Inquiry/Research was completed when marking Stage 2 using the cornerstone ILOs from the Information Literacy Framework. The Inquiry/Research rubric was printed on the back of the regular rubric used to assess Stage 2 of the assignment. Students therefore received information about which of the standards they had met, not met and exceeded as well as an overall indication
of whether they met the standards for this graduate capability. No grades were provided for student’s achievement of the Inquiry/research standards. Feedback to the students focussed on their capacity to summarise the methods and results of the research that they had found, and continued to provide suggestions for the improvement of writing and referencing skills.

An additional feature of this assessment required students to submit all previously graded stages of the PWP assignment as they progressed throughout the semester (ie. To submit the graded version of Stage 1 when you submit Stage 2, etc). This enabled those marking the assignments to comment on student’s improvement from the previous stage, and to ensure that students were held accountable for making the improvements and revisions to their work.

The third stage of the assignment required students to respond to a series of structured reflective questions about their experiences of behaviour change (Reflection; 20%, due week 11) and to demonstrate continuing improvement in their writing and referencing skills. Students again submitted the previous two stages of their PWP with the Reflection, and the grading criteria were such that, if they were still making errors that had been previously corrected, they would now begin to lose marks in the area of academic writing and referencing. This allowed students the opportunity to further practice their inquiry/research skills after they had received formal feedback on how well they had met the cornerstone standards for this graduate capability.

How to embed Inquiry/Research using Constructive Alignment

Step 1: Liaise with the Library- Contact your faculty librarian and indicate that you are interested in embedding Inquiry/Research in your subject. They will be able to provide support to include the Inquiry/Research Quiz and modules into your LMS Shell, and advice and support for the development of teaching and learning activities that relate to the Information Literacy Framework.

Step 2: Review your Assessment- Review the Information Literacy Framework in the context of your current assessment. Would it be possible to assess those standards with your current assessment structure? Is there an early, low risk assessment where students could attempt to demonstrate that they have accessed relevant research and referenced it according to the appropriate style? Do you require students to access information and reference it in your major assessment? Make modifications as necessary, and don’t forget to indicate that you will be assessing the Inquiry/Research Graduate capability in your Subject Learning Guide.

Step 3: Embed the quiz in LMS- Make decisions about whether you will make the quiz voluntary or compulsory, whether you will do it in class or at home, and whether you will set a due date for completion. Have the library import the quiz questions and modules. Discuss the importance of completing the modules with the students, and emphasise that this is an opportunity to learn about the library and about inquiry and research- skills they will need for the remainder of their degree and throughout their careers.
Step 4: Allow teaching time – Review your teaching and learning activities and make allowances for the inclusion of discussions about the importance of research and referencing skills at university, technical how-to sessions on how to find research, and sessions on how to reference, when to reference, and why we reference. Also allow time for discussions about the Inquiry/Research Quiz, the rubric and the process for assessing and providing feedback on Inquiry/Research skills.

Step 5: Assess Inquiry/Research- Decide on how you will assess each of the Information Literacy Framework standards and ILOs in your particular assessment and communicate this with all tutors in your subject. If appropriate you could base your rubric for assessment on the Information Literacy Framework. Perhaps you could all grade a sample piece of work according to your inquiry/research rubric in order to ensure moderation. Complete the assessment of Inquiry/Research for all students and record grades in a database.

Step 6: Provide Feedback to Students- Return student’s assessment with the rubric that gives specific information about their achievement of the standards, and provide general feedback and discussion with the whole group about their skills. Depending on the standard of the class, you might decide to run additional teaching/learning activities, or drop-in sessions to assist students to understand where they need to improve in this area.

Optional Extras: Bookending the Assessment- The approach described above includes a formative assessment process. In order to do this there should be an early, low weight, low risk attempt at Inquiry/ Research prior to the official assessment of the skills. Detailed feedback should be provided with the expectation that students will improve in those areas in their next assessment. Following the formal assessment of Inquiry/Research skills, and the provision of feedback and the rubric, it is ideal if students are able to make a third attempt at demonstrating their skills in order to enable gradual improvement across the semester.

Resources

- Assessment Rubric