

TITLE OF PROJECT: UNLOCKING STUDENTS' ENGAGEMENT THROUGH COLLABORATIVE FORMATIVE ASSESSMENT



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Introduction

- In recent years, there has been growing recognition of the importance of **student engagement** in enhancing the quality of learning and teaching in higher education institutions.
- According to Black and William (2009), engaged students are more likely to be motivated, committed, and invested in their learning, leading to **improved** academic performance and better outcomes in their future careers.

Methodology:

Qualitative research design
Focus group interview

Project aims



Identify the types of **collaborative formative assessment** implemented in higher education institutions and factors contributing to its successful implementation.



Examine the **impact** of collaborative formative assessment on student engagement, including interaction and participation, motivation, and reflective learning.



Provide recommendations for educators on how to effectively use collaborative formative assessment to unlock students' engagement in educational settings.

Findings

The Impact of Group Dynamics

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- The project helped participants develop **teamwork skills** such as communication, leadership, critical thinking, delegation, time management, organization, and collaboration which enhanced their capabilities.
- Some participants improved their **research skills** and gained **knowledge** in a new area.
- Some students found the process of creating the poster and presenting their work to be the most **enjoyable** part of the project.
- The group assignment also helped some participants use pre-existing skills and promote knowledge sharing.
- Having **supportive** group and good team members ensure the **success** of the group assignment.

Enjoyable aspects of the group assignment

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- Enjoyed working on the poster, **conducting research**, and shared their findings.
- The process of creating and making the poster with diversify creativity and innovation and also **presenting** their work to be the most enjoyable part of the project.
- It was the opportunity to **apply** the module information they learned in a practical way, which helped with their understanding of the subject.
- Some participants **appreciated** the chance to conduct research, valued working and evaluating each other's work.

Findings

Challenges of the group assignment

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<ul style="list-style-type: none"> Some participants were struggling to find and compile relevant resources and information for the group assignment. Students spent a lot of time to find relevant resources for the assignment. 	
<ul style="list-style-type: none"> Some students found dealing with free riders in a team is the most challenging part of the group assignment. 	
<ul style="list-style-type: none"> Some students found it's difficult to find real-life evidence that is relevant to support the argument of the assignment. 	
	Finding the common time for the discussion among group members.
<ul style="list-style-type: none"> The time allocated for poster presentation is limited. Hope to have more time to present their poster. 	

The impact of motivation on group assignment outcomes

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Students are motivated by the supportive lecturers.	
The participants in the study were motivated by various factors: desire to learn and getting good grades.	
Some students were motivated to improve understanding of the demand and supply.	

Suggestions on the change of the aspects on the group assignment

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Hope to increase the time limit to work on the group assignment because involves a lot of research to find relevant resources.	
Hope to increase the duration for the poster presentation.	

Recommendations

- Further research should focus on developing a comprehensive theoretical framework that explains the mechanisms through which **collaborative formative assessment** enhances student engagement and academic performance.
- Practical implementation should include the development of guidelines and best practices for implementing collaborative formative assessment in **diverse** educational settings, along with the exploration of innovative assessment designs and strategies that integrates collaborative elements.
- Future research should explore the long-term effects and **sustainability** of collaborative formative assessment on **student engagement and academic achievement**. This could involve conducting longitudinal studies that track students' progress over an extended period.

Conclusion

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- This study has demonstrated the potential of collaborative formative assessment as a tool for **unlocking student engagement** in higher education institutions.
- It was found that collaborative formative assessment can promote **active learning** and **student-centeredness**, leading to **increased motivation** and **connectedness** among students.
- Overall, this research **contributes** to the existing literature on student engagement, formative assessment, and curriculum development in higher education, and highlights the importance of incorporating collaborative formative assessment into teaching practices to promote sustained engagement among students.

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