

How do students prepare for assessment?

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Introduction

- > Learning strategies are techniques commonly used in attempts to understand, learn or retain material.
- > Within a single undergraduate cohort, the learning strategies chosen by students can vary significantly, with numerous factors known to affect this.
- > However, little is known about the influence of type of assessment task on observed study habits of students.

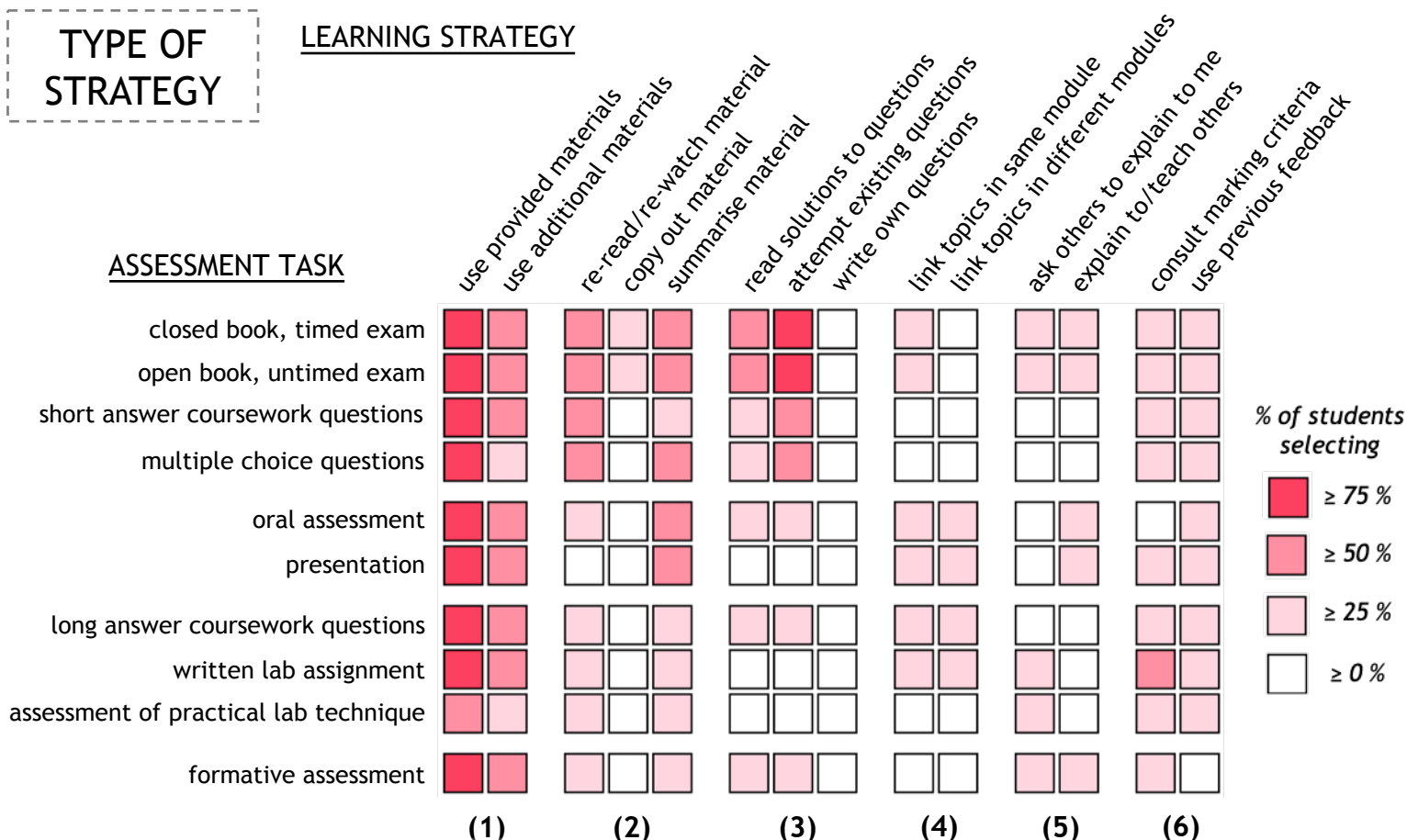
Research Context/Methodology

- > Participants include undergraduate chemistry students at a UK higher education institution (n=63).
- > For a range of assessment tasks, students were asked to select up to 10 strategies (from 14) that they recognise themselves as using when preparing to complete the assessment.
- > Presented strategies span 6 categories: (1) types of materials used, (2) engagement with material, (3) use of questions, (4) linking ideas, (5) peer support/help seeking, (6) use of marking resources/feedback.

Approaches Towards Assessment

TYPE OF STRATEGY

LEARNING STRATEGY

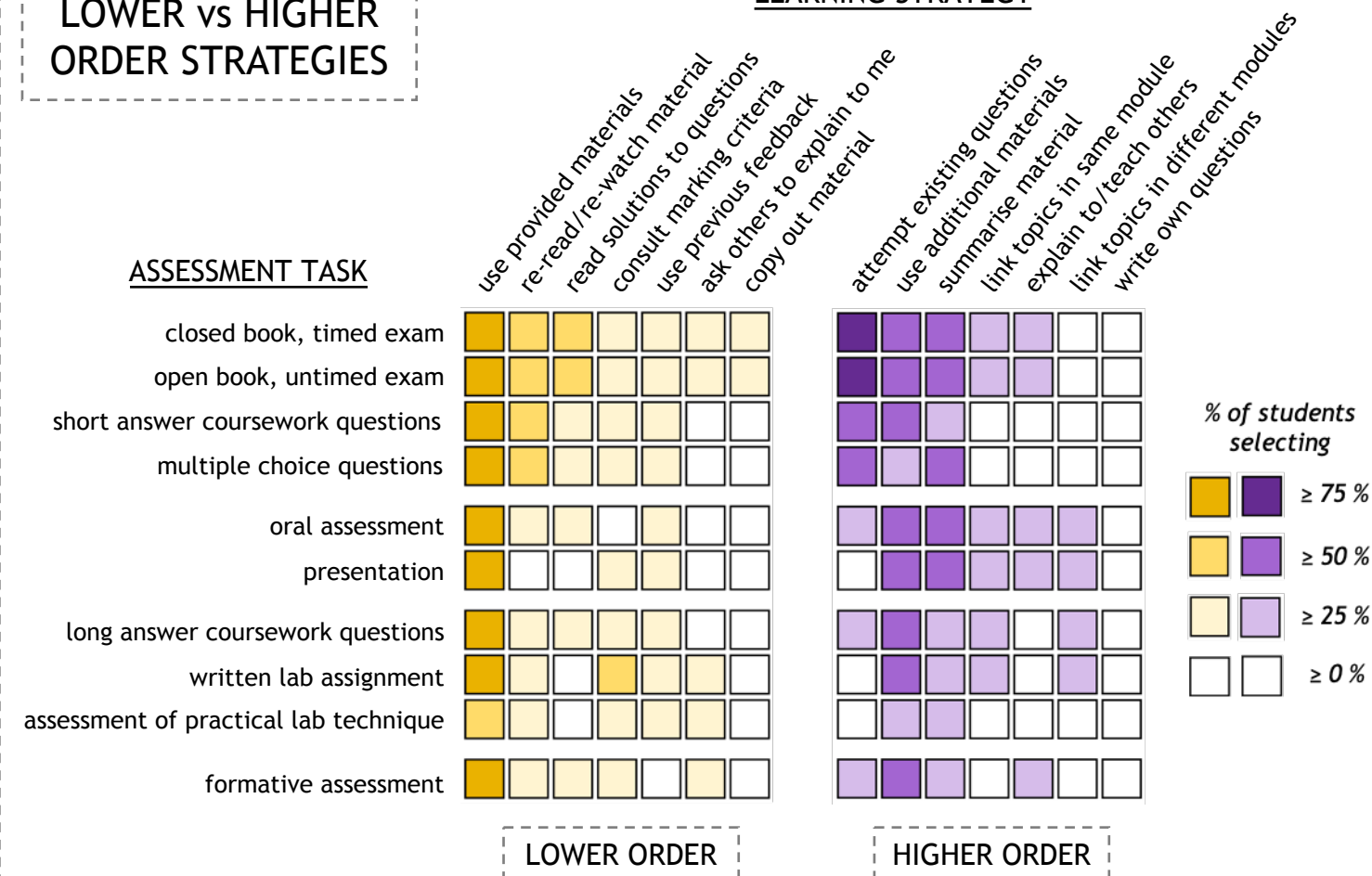


(1) types of materials used; (2) engagement with material; (3) use of questions; (4) linking ideas; (5) peer support/help seeking; (6) use of marking resources/feedback

- > engagement with material and questioning strategies appear favoured for question-based tasks
- > use of peer support and marking resources appears favoured for alternative tasks

LOWER vs HIGHER ORDER STRATEGIES

LEARNING STRATEGY



LOWER ORDER

HIGHER ORDER

- > students report using both lower and higher order strategies to prepare for all assessment types
- > within both lower and higher groupings, the lowest order strategies are most commonly reported

What do you think?

As part of this work, we are collecting opinions of staff towards appropriate learning strategies for students to use - use the QR code to share your thoughts!



Outlook

- > Probe student understanding of learning strategies and reasoning for strategy choices
- > Investigate staff perceptions of appropriate learning strategies for different assessment types
- > Analysis of learning strategy-attainment relationships in the context of different assessment types

References

- (1) Lastusaari, M., et al, *Chem. Educ. Res. Pract.* 2016
- (2) Lynch, D. J.; Trujillo, H. *Int. J. Sci. Math. Educ.* 2011
- (3) Chan, J. Y. K.; Bauer, C. F. *Chem. Educ. Res. Pract.* 2016