


Una Lightfoot Nov 2016 11/02/2016

1 USING EXEMPLARS TO MOTIVATE TERTIARY LEARNERS AND SUPPORT LEARNING



THE USE OF EXEMPLARS IN A TERTIARY SETTING

Una Lightfoot Nov 2016 11/02/2016

2 The overall aim of the research was to

investigate the use and perception of the value of exemplars by a teacher and her students, with a view to furthering students' academic writing skills and understanding of course content.

Una Lightfoot Nov 2016 11/02/2016

3

The study was completed to fulfil two purposes:

1. Masters in Professional Studies-Education
2. Investigation into my own practice

Una Lightfoot Nov 2016 11/02/2016

4 CONTEXT FOR INQUIRY

Qualitative methodology
Interpretive framework
Case study
interpretive intent (Merriam, 2009)
instrumental outcome (Stake, 1995).

Una Lightfoot Nov 2016 11/02/2016

5 MY AIM WAS TO

“empower individuals to share their stories, hear the voices, and minimize the power relationships that often exists between research and the participants in a study (Cresswell, 2007, p. 40).

Una Lightfoot Nov 2016 11/02/2016

6 METHOD

- Case study
- 43 students' perception through 4 surveys
- 8 semi- structured interviews
- Teacher planning journal
- Researcher reflective journal

Una Lightfoot Nov 2016 11/02/2016

7 WHAT DO I MEAN BY AN EXEMPLAR?

Exemplars are concrete artefacts or samples of work that contain “the properties that characterize something of the designated level of quality” (Sadler, 1987, p. 201).

Una Lightfoot Nov 2016 11/02/2016

8 LITERATURE REVIEW

Majority of studies from 1999 to the time of my research, 2014, were small- scale module based studies

Una Lightfoot Nov 2016 11/02/2016

9 LITERATURE REVIEW- CONT'D

There was little qualitative data about student perceptions of the impact of exemplars on their learning or their level of engagement; to date {2014} only one study by Newlyn and Spencer (2009). Hendry, Bromberger and Armstrong suggested “The link between students’ feelings and motivation for learning, and exemplars and feedback is a neglected area in the higher education literature”, (2009, p. 9)

Una Lightfoot Nov 2016 11/02/2016

10 HOW EXEMPLARS WERE USED

Class session, course content and assignment number	
Session Three The enfranchisement of New Zealand women in 1893 Assessment I	

Una Lightfoot Nov 2016 11/02/2016

11 HOW EXEMPLARS WERE USED

Class session, course content and assignment number	Reason(s) for using exemplars
Session Three The enfranchisement of New Zealand women in 1893 Assessment I	<p>To show how a topic sentence gives structure to a paragraph;</p> <p>To examine how to address a question in a paragraph answer;</p> <p>To illustrate what constitutes an appropriate length or amount of content;</p> <p>To demonstrate the notion of the structure of a paragraph.</p>

Una Lightfoot Nov 2016 11/02/2016

12 HOW EXEMPLARS WERE USED

Class session, course content and assignment number	Reason(s) for using exemplars	Characteristics of the exemplars (Ex)
Session Three The enfranchisement of New Zealand women in 1893 Assessment I	<p>To show how a topic sentence gives structure to a paragraph;</p> <p>To examine how to address a question in a paragraph answer;</p> <p>To illustrate what constitutes an appropriate</p>	<p>Ex A: no topic sentence, a long answer covering multiple ideas.</p> <p>Ex B: paragraph with a topic sentence at the end.</p> <p>Ex C: topic sentence at the start of the paragraph followed by a number of related sentences.</p> <p>Ex D: series of bullet points with no topic sentence or paragraph.</p>

13

“It’s difficult when you are speaking a different language and your perception of what is expected is different so when it is marked or when it gets read over by the lecturer who is an academic andit’s like you are in parallel universe” (Interview ,Karen, p.3).

14 **GENERAL COMMENTS FROM STUDENTS**

3. Dialogic approach enabling

2. Gained content knowledge

1. Useful

15 **GENERAL COMMENTS FROM STUDENTS-2**

4. Made latent criteria explicit

5. Greater understanding of how assessments were marked

6. Increased understanding of assessment

16

“invaluable in giving me the insight needed to work more confidently (Survey #16, session 2).

“If others understand, I should understand also” (Survey #18, session 1).

“I feel like [I am] answering the question with a little more finesse, yeah” (Interview, Neil, p. 3.)

Building confidence

17

“[I used the exemplar to]... go away and match it” (Interview, Bryan, p.13).

“study more for the test and be ready” (Survey 13, session 1).

“When seeing the quality of work given for higher marks, it encourages me to try and produce the same kind of work ...” (Survey #20, session 1).

“I felt encouraged and looking at some good examples would help me in both writing answering our question” (Survey #14, session 2).

As a source of motivation

18

“... helped to push you along if you are in my situation as always to get you motivated and actually start doing it because you see examples of how other people did it and it’s a good guide to see how to do the assignment” Fred page 15

“Yes because you want to aim higher .Look at it and this is What I want “ Neville page 6

As a source of motivation

19

Una Lightfoot Nov 2016 11/12/2016

"... helped to push you along if you are in my situation as always to get you motivated and actually start doing it because you see examples of how other people did it and it's a good guide to see how to do the assignment" Fred page 15

"Pre-exemplar era we answer as I know and then after that I know what you are looking for and I tried to meet that criteria" Neil page 5

As a source of motivation

20 **ISSUE-1**

Una Lightfoot Nov 2016 11/12/2016

Exemplars are by their very nature time bound and thus need to be updated regularly (Handley & Williams, 2011; Sadler, 1987).

21 **ISSUE 2**

Una Lightfoot Nov 2016 11/12/2016

Questions have also been raised around how many exemplars are enough (Newlyn, 2013).

22 **ISSUE 3-**

Una Lightfoot Nov 2016 11/12/2016

Students may see them as little more than models to be replicated which may also encourage plagiarism (Handley & Williams, 2011; Norton, 2004).

23 **ISSUE 4- STUDENTS DO NOT ALWAYS SEE THE VALUE**

Una Lightfoot Nov 2016 11/12/2016

"To be honest [I] think that towards the end of your exemplars I only began to understand what you were trying to do but now that I do I certainly would have done it differently and used it to my advantage but I think at the time I didn't really understand to speak for myself. I fully I didn't do that" (Interview, Karen, p. 20).

24 **LEARNING FROM MY EXPERIENCE**

Una Lightfoot Nov 2016 11/12/2016

- 1. Embed exemplar use.**
- 2. Similar task and content area.**
- 3. Dialogic approach.**
- 4. Strong trust in classroom environment.**
- 5. Take your time.**

Una Lightfoot Nov 2016

25

Reference List

11/12/2016

Carlson, D. (2015). *Excellence in University Assessment*. London: Routledge.

Carlson, D., Douglas, G., & Eids, N. (2008). *How assessment supports learning*. Aberdeen: Hong Kong University Press.

Cresswell, J. W. (1994). *Research design: qualitative and quantitative approaches*. CA: Thousand Oaks.

Handley, K., & Williams, L. (2011). From copying to learning: using exemplars to engage students with assessment criteria and feedback. *Assessment & Evaluation in Higher Education*, 36(1), 95-108. doi:10.1080/02602909.2010.515014

Hendry, G., Broome, N., & Armstrong, S. (2009, September 07). Constructive guidance and feedback for learning: the usefulness of exemplars, marking sheets and different types of feedback in a first year law subject. *Assessment & Evaluation in Higher Education*, 36(1), 1-11. doi:10.1080/02602909.2010.515014

Hendry, G. D., Armstrong, S., & Broome, N. (2012). Implementing standards-based assessment effectively: incorporating discussion of exemplars into classroom teaching. *Assessment & Evaluation in Higher Education*, 37(2), 149-161. doi:10.1080/02602908.2010.515014

Merriam, S. B. (1998). *Qualitative research and case study applications in education* (2nd ed.). San Francisco: Jossey-Bass.

Newlyn, D. (2013). Providing exemplars in the learning environment: the case for and against. *Universal Journal of Educational Research*, 1(1), 32. doi:10.13189/ujer.2013.010104

Newlyn, D., & Burman, J. (2009). Improving performance in contractual problem solving: clarifying criteria and standards through the use of exemplars. *Journal of Australian Law Teachers Association*, 2(1 & 2), 185-196.

Newlyn, D., & Spencer, L. (2010). Improving student performance in an interdisciplinary law unit assessment by providing annotated exemplars. *Journal of the Australian Law Teachers Association*, 3(1 & 2), 67-75.

Norton, L. (2004). Using assessment criteria as learning criteria: A case study in Psychology. *Assessment & Evaluation in Higher Education*, 29(6), 687-702.

Rust, C., Price, M., & O'Donovan, R. (2003). Improving students' learning by developing their understanding of assessment criteria and processes. *Assessment & Evaluation in Higher Education*, 28(2), 147-164. doi:10.1080/02602903.2010.515014

Sudler, D. R. (1987). Specifying and promulgating achievement standards. *Oxford Review of Education*, 13(2), 191-209. doi:10.1080/03054987.1987.10532077

Sudler, D. R. (2002). Ah!...So that's quality. In P. Schwartz, & G. Webb (Eds.), *Assessment: Case studies, experience and practice from higher education* (pp. 130-136). London, United Kingdom: Kogan Page.

Sudler, D. R. (2010). Beyond feedback: developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*, 35(5), 515-550. doi:10.1080/02602909.2010.515014

Scholes, J., Husham, M., & McArthur, J. (2012). No longer exempt from good practice: using exemplars to close the feedback gap for exams. *SSS*, 631-645. doi:10.1080/02602908.2012.674485

Shake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Tu, J., & Carlson, D. (2012). Making productive use of exemplars: Peer discussion and teacher guidance for positive transfer of strategies. *Journal of Further and Higher Education*, 1-19. doi:10.1080/0309977X.2012.1014317

Winnhurst, K., & Manning, M. (2012). Feed-forward assessment, exemplars and peer marking: evidence of efficacy. *Assessment & Evaluation in Higher Education*, 37(2), 149-161. doi:10.1080/02602908.2010.515014

