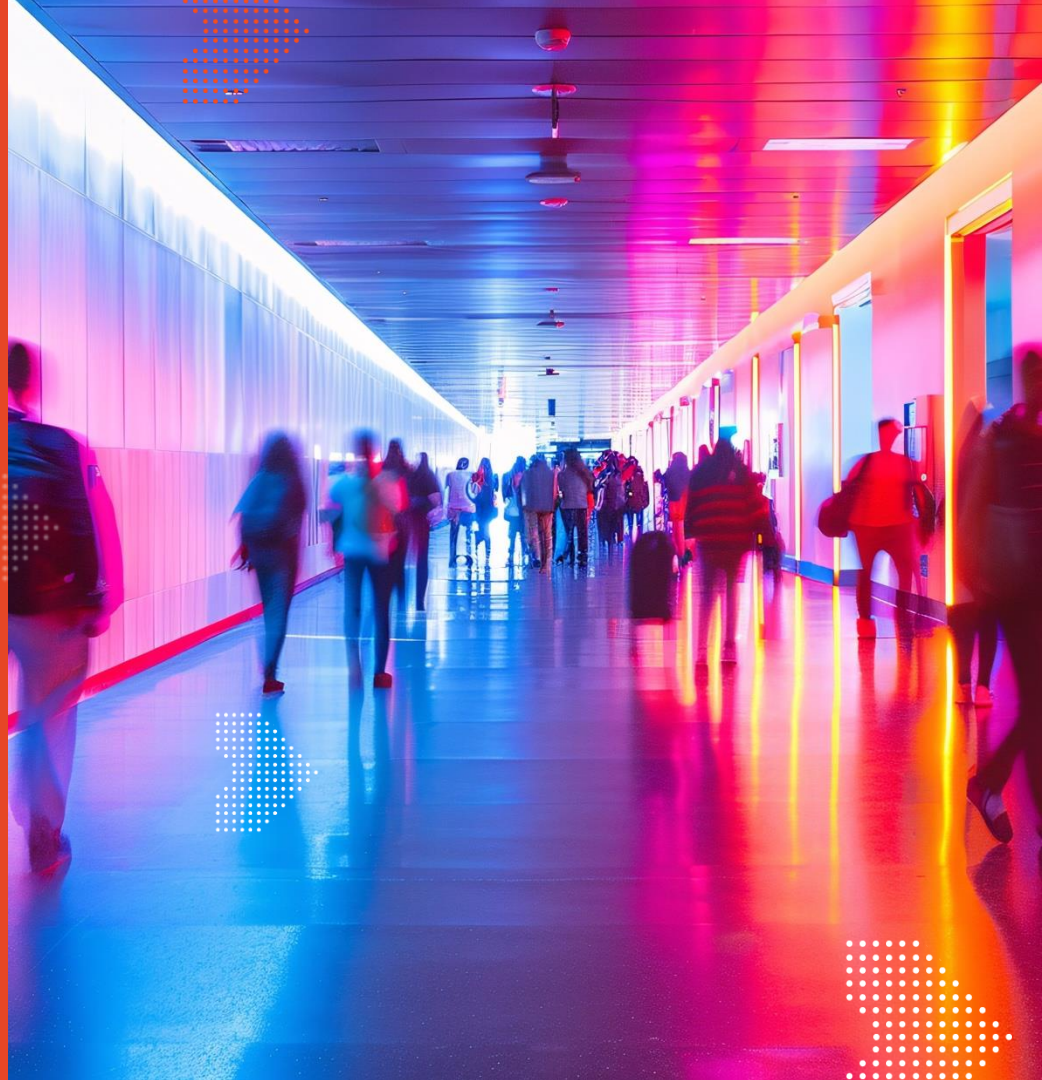


L&T:25

Showcase – Session 3A

Wednesday 12th
November



Showcase – Session 3A

Reimagine Assessment

Chair: Dr Carmen Vallis

Senior Lecturer, Educational Development
The University of Sydney Business School



Showcase 1



Reimagining Assessment through Co-Design: Lessons from Three Interventions



Dr Jennifer Sun

Dr Sandris Zeivots

Dr Amanda Kennedy

Mr Andrew Cram

Dr Echo Liao



L&T:25



Reimagining Assessment through Co-Design: Lessons from Three Interventions

2025 University of Sydney Business School Learning and
Teaching Forum

Dr Sandris Zeivots

Dr Amanda Kennedy

Dr Andrew Cram

Dr Jennifer Z Sun

The University of Sydney Business School

*Cheering from afar: **Dr Echo Liao**, University of Auckland Business School*

Assessment design: Pivoting narrative

“Students can, with difficulty, escape from the effects of poor teaching; they **cannot** (by definition if they want to graduate) **escape** the effects of **poor assessment**.”

David Boud

“Assessment practices should develop learners’ own **capacities** to **evaluate** their **own work** to prepare them for **future challenges** beyond the support of teachers and courses.”

Margaret Bearman et al.

“The most important **assessment** does not happen at the end of learning – it **happens during the learning**, when there is **still time to do something** with the information.”

Dylan William

“Many assessment practices have **barely changed** for decades, but students’ expectations have changed dramatically, and traditional forms of assessment **no longer match the skills** students need for the modern world.”

The University of Sydney
University of Auckland

“We do **not** need to **be on the same page** in relation to **AI**, but we can collectively leverage the **conversations** it is sparking to move **towards** a more **positive assessment future**.”

Martin Compton

“Changing assessments – reimagining and **redeveloping** – **will not be easy for educators**. Students might also be used to **previous ways of being assessed**, and resist change. ... The roles of student and academic in higher education systems must be revisited to better support the expected diversity of future cohorts.”

Joanna Tai et al.

Project

Premise: Quite often, university assessments are designed in isolation and viewed primarily as the responsibility of educators.



Project

Focus: designing assessments through co-design.

Different stakeholders (students, educators, educational developers, industry partners) collectively re-examine assessments and explore better ways forward.

Elements:

- Assessment design = complex system of practices
- Co-design practice = 3 interventions in 3 courses that enable assessment design
- Goal: Improve assessment design that benefits student experience, pedagogical practices and creates universities as more authentic/meaningful places.



102

CO-DESIGN STAKEHOLDERS IN TOTAL
(students, course coordinators, industry partners,
educational developers, learning designers,
researchers, media specialists and visual designers)

Why the project (matters)?

Co-design

- De-centres assessment design
- Fosters productive collaboration among stakeholders with varied expertise, perspectives & voices (Zeivots et al. 2024)
- Sense of ownership, agency and authenticity in educational journey (Fawns et al. 2025)
- Promotes equity, inclusivity & relevance (Smith et al. 2024)

Theory of Practice Architectures

- Capturing assessment practices through 'doings', 'sayings', 'relatings' (Kemmis, 2022)
- A framework for understanding how assessment practices are enabled and constrained (Mahon et al., 2017)
- Used for:
 - framing the project
 - weekly reflection template for students
 - final interview questions.

Generative AI

- Pressures to address challenges (academic integrity, ethical use) (Holmes & Miao, 2023)
- Making sense of Gen AI and how to integrate it *well* in assessment design
- A workshop focused on Generative AI in assessments.

Why the project (matters)?

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 - framing the project
 - weekly reflection template for students
 - final interview questions.

LEGO serious play

- Presence of creative thinking and collaborative sense-making
- Engage medium for expression and visualisation of complex ideas (Zenk et al. 2018).

Generative AI

- Pressures to address challenges (academic integrity, ethical use) (Holmes & Miao, 2023)
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- A workshop focused on Generative AI in assessments.

3 interventions

1. Connect:In workshops
2. Weekly student reflections
3. Academic capacity-building workshops



102

CO-DESIGN STAKEHOLDERS IN TOTAL
(students, course coordinators, industry partners,
educational developers, learning designers,
researchers, media specialists and visual designers)

6

CONNECT:IN
WORKSHOPS



4

ACADEMIC
CAPACITY
BUILDING
WORKSHOPS



6

STUDENT
TESTIMONIAL
VIDEOS



171

STUDENT REFLECTIONS



Connect:In workshop

Connect:In workshop is a co-designed workshop that provides a space for unit coordinators, students, educational developers, learning designers and industry practitioners to meet and explore challenges and solutions in unit assessment.



Connect:In workshop

Connect:In workshop is a co-designed workshop that provides a space for unit coordinators, students, educational developers, learning designers and industry practitioners to meet and explore challenges and solutions in unit assessment.



*"It allowed me to realise and understand how **collaborative efforts** between students, course coordinators and educational designers can **lead to meaningful improvements** in assessments. [...] I was particularly impressed by how **receptive people involved were to student feedback and how the discussions felt truly inclusive**. It was **eye-opening** to see how much thought and effort goes into redesigning assessments."*
(Students)

*"I really, really appreciate to hear from them [students] because I never thought why I should include students see my assessment design, they are the ones being assessed. [...] Even if they make some points that I don't really agree, but now that **helps me understand what are the concerns from the students side** and the next time, how do I sell this assessment better to them."* (Academic)

*"[Students] shared really interesting ideas. I was quite impressed by how students actually think about the learning activities and assessments for this particular course. I got quite **inspiring ideas** and I'm trying to implement them in my course this semester."*
(Academic)

Student weekly reflections

Student weekly reflections are designed to provide *real-time* insights from students on what they did, what they said, and how they engaged with others, using the Theory of Practice Architectures by Stephen Kemmis.



Student weekly reflections

Student weekly reflections are designed to provide real-time insights from students on what they did, what they said, and how they engaged with others, using the Theory of Practice Architectures by Stephen Kemmis.

"I'm not really used to sitting down and trying to think back, like reflecting on my past experiences. Doing this work as a student partner allowed me to **enhance my ability to reflect on myself** and communicate more clearly in writing." (Student partner)

"These weekly projects **helped me to relearn**, which of course will help me to do the best for my assessment. Overall, I think this weekly reflection really helped me to study more and remember what I've learned in that week." (Student partner)

"When I read through these reflections, I can go through their journey week-by-week and think about, you know, **for this week what can I do more just to support them** with a better experience? So it's a very useful tool." (Academic)

"It has really helped me keep track of what's going on in the course. It just **gives a lot of clarity**... It has helped me to realise why the course is structured this way and **how things are connected**." (Student partner)

"Project has given me an opportunity to actually see **how things are working in action**. You can see the students' experiences change from week to week." (Academic)

"Through doing the reflections, **I thought a lot more about how I was kind of approaching the course as a whole**. I probably noticed stuff that I wouldn't have noticed if I wasn't kind of being forced to do these reflections every week." (Student partner)



Academic capacity-building workshops

Academic capacity-building workshops are aimed at challenging educators' mindsets about assessment design and empowering them with the tools and knowledge to design impactful and innovative assessments.



Academic capacity-building workshops

Academic capacity-building workshops are aimed at challenging educators' mindsets about assessment design and empowering them with the tools and knowledge to design impactful and innovative assessments.

*"I really benefit from **understanding the philosophy and design behind assessments**, or even the course itself. Training like this can be very beneficial to most academics in most universities. Also, it's quite interesting to **learn from colleagues from the co-design team and other course coordinators**" (Academic)*

*"Being able to actually **identify the strategies that I am using from theory**, that I didn't even know about, it was valuable." (Academic)*

*"It's really interesting to have those **discussions with others in terms of how they see different assessment designs** and to have a sounding board when discussing your own design. It's helpful when they acknowledge something that might work in your course."*

*The academic capacity building workshop could be formed into a **community of practice** - that would be sustainable." (Academic)*



Take-aways

More than students

Different benefits for different stakeholder groups

For course coordinators:

- 'This helped me to **step back ...**'
- 'Hear directly from students, colleagues and industry – I was really **impressed**'
- 'In-depth understanding from **previous and current students...**'
- 'It's not just about understanding the problem, but working with students and others to **resolve the problem**'
- 'Small '**changes on the fly**' based on the feedback'
- 'Fresh **perspective from theory** to improve my course'

Student take-aways:

- 'Now we understand **why** assessments are designed this way'
- 'Co-designing made learning feel more **relevant and engaging**'
- Having a voice in decisions built **motivation and ownership**'
- 'It opened a **direct communication** channel with staff'

Thank you



Project
report



Or, www.bizonlineassessment.com/design

Showcase 2



Reimagining assessment resilience: CoCreating deep learning with students as producers and partners



Dr Maria Iskhova
Mr Daren Moon
Mr Michael Fernando
Miss Jasmine Meyabadi
Miss Hannah Nguyen



Mr Daniel Park
Miss Abby Bobkowski
Miss Carol Farhoud

Reimagining assessment resilience: Co-Creating deep learning with students as producers and partners

Maria Ishkova, Darren Moon, Michael Fernando,
Jasmine Meyabadi, Hannah Nguyen, Daniel Park,
Abby Bobkowski, Carol Farhoud and Augustine Aung



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SYDNEY

Celebrating 175 *years*



We recognise and pay respect to the Elders and communities – past, present, and emerging – of the lands that the University of Sydney's campuses stand on. For thousands of years they have shared and exchanged knowledges across innumerable generations for the benefit of all.



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Celebrating 175 *years*

Students as producers

Video assignments in management education context enhance **problem-solving skills**, foster **collaboration**, and provide **authentic learning experiences** (Schultz & Quinn, 2013).

Especially effective in promoting **creativity**, **collaboration** and **engagement** (Huang, 2021), which, in turn, is motivating and improves academic **integrity** (Bretag et al. 2019).



Oral Communication VALUE Rubric

Video-based assignments **improve** students' presentation abilities on multiple dimensions, including **organisation, delivery, and language**.

Most of the paper/presentation projects were evaluated as 'Developing' on all marking criteria (ranging from 64% to 82%), while from 40% to 55% of **the video-based projects achieved the higher 'Proficient' level**.
(Namin et al., 2021)

value

RUBRICS

AAC&U

	Capstone 4
Organization	Organizational pattern (specific introduction and conclusion material within the body, and is clearly and consistently and is skillful and makes the presentation cohesive
Language	Language choices are in memorable, compelling effectiveness of the presentation. Language in presentation to audience.
Delivery	Delivery techniques (po eye contact, and vocal make the presentation speaker appears polished
Supporting Material	A variety of types of supporting material (explanations, examples, statistics, analogies, quotes from relevant authorities) make reference to information significantly supports the establishes the presenter's credibility/authority on the
Central Message	Central message is clearly stated, appropriately repeated, memorable, and strongly



Learning by teaching

(Lane 1, Secure assessment)

(Dah!) teaching others fosters a deeper understanding of the material:



organising, elaborating, and retrieving information leads to **higher retention and conceptual understanding** (Fiorella & Mayer, 2013; Koh et al, 2018).



Where to from here?

Learning by stewardship?

(watch this space!)

Phase 3: Extra-curriculum facilitation:
(e.g., “We like to Movie-move it!”)

Phase 2: In-curriculum learning by teaching
(e.g., UPSKILL)

Phase 1: In-curriculum video production
(e.g., UPSKILL (Ishkova et al., 2021; Bobkowski & Ishkova, 2025))

“We like to movie-move it!”:

S2-2024 Pilot: Student-run UPSKILL Festival engaged students in classrooms on UG and PG levels (WORK3205 Organisational Communication, July Intensive & WORK6118 Managing communication in Organisations) and extended beyond the classrooms to engage 200+ first year students in WORK1004 Foundations of Management and help them understand the concept of psychological safety and how it applies to their teamwork.

Phase 1: In curriculum (producing video resource and upskilling the class)

Phase 2: Extra curriculum (fine-tuning the project and upskilling the external target audience)

Project Lead: Dr Maria Ishkova, The University of Sydney

Project Mentor: Darren Moon, LSE

Project Facilitators: students as partners (SaP)

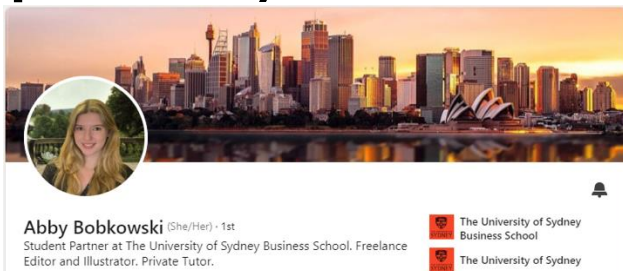


Team Psychics: Psychological Safety in Teams

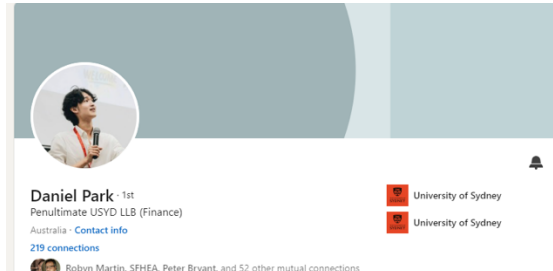
This project, supported by the grant from the Business Co-Design in collaboration with the London School of Economics, aims to involve students as producers, co-creators and partners in building sustainable, evidence-based, and student-centered learning experiences which innovate ways to captivate, educate, engage other students, build the sense of belonging and community and ensure transformative student experience in and beyond the classroom.

Extra curriculum

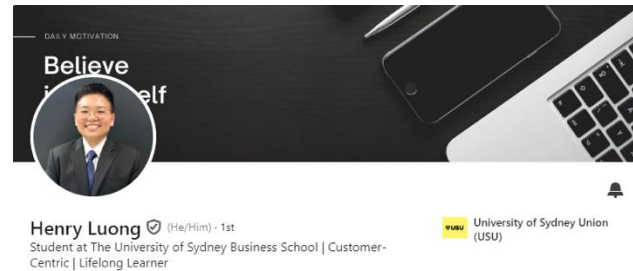
Diverse Student Team of cross-cohort facilitators (student partners):



WORK3205, S2-2023



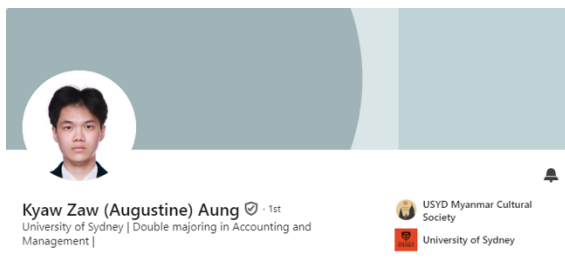
WORK3205, July Intensive 2023



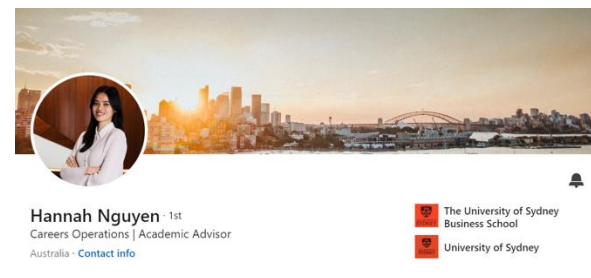
WORK3205, S1-2024



WORK3205, S1-2024



WORK3205, July Intensive 2024



TEAMLEAD. WORK3205, S2-2021



“The workshop was amazing – students really came out of the shell” (Jasmin Meyabadi, WORK1004 tutor, S2-2024)

Perspectives

A high-angle, top-down view of a modern, curved staircase. The staircase is made of light-colored stone or concrete steps with dark metal railings. A woman with long brown hair, wearing a white tank top and dark pants, is walking down the stairs. The staircase is surrounded by a curved wall with a dark wood finish. The word "Perspectives" is written in white text on the left side of the image.

Thank you!

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Redefining team assignments through a whole-class students-as-partners approach

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 PDF

Published

2025-10-15

Showcase 3



Employability in an AI Era: Rethinking Assessment through Assessment Centres



Ms Shenoli Perera
Ms Runshuang Tang
Dr Sandra Alday
Ms Dearbhail Lang



L&T:25

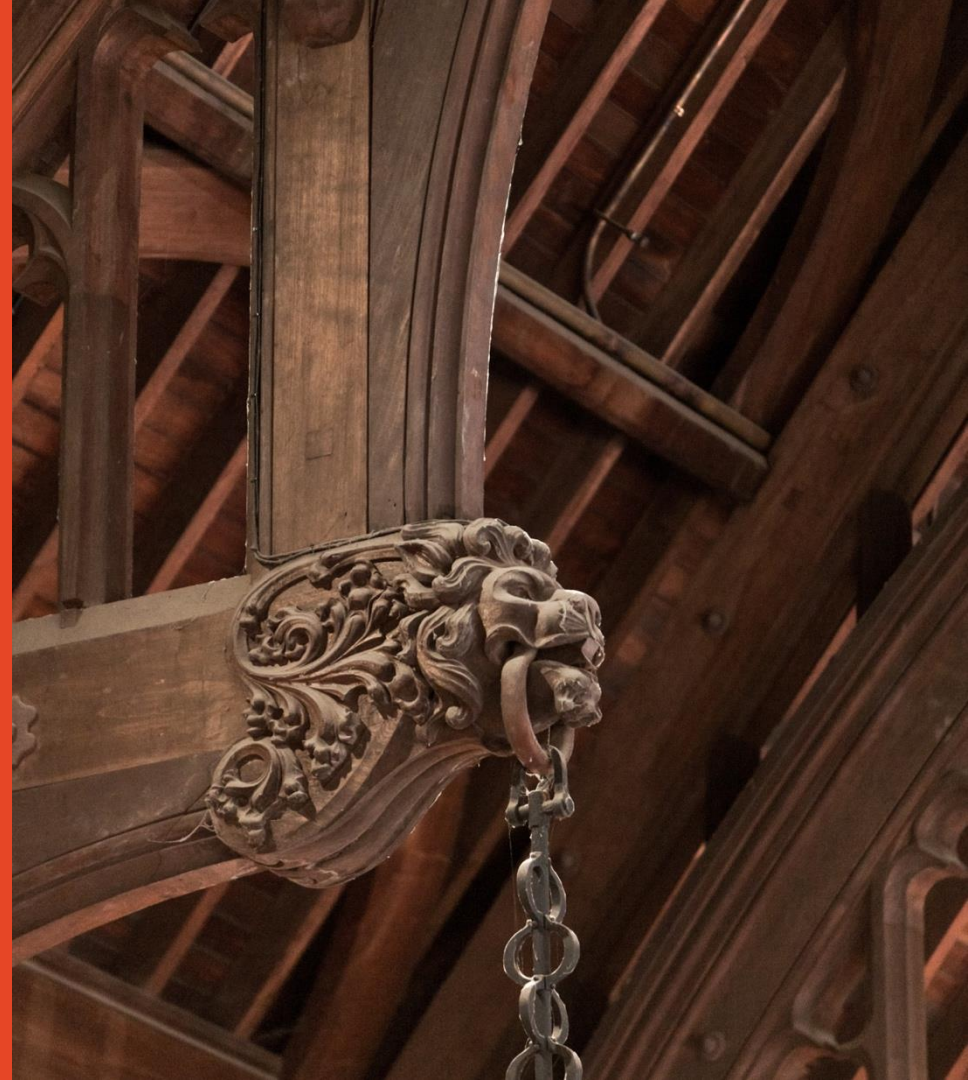


Employability in an AI Era: Rethinking Assessment through Assessment Centres

Authors: Runshuang Tang, Sandra Alday,
Dearbhail Lang (Presenter), Shenoli Perera
(Presenter)



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Coding or math
assignments: AI getting
better at generating the
correct answer

Reflective
assignments: Empty
phrases and students
referring to class
activities that did not
take place

**How has AI made assessment design and
marking challenging for you?**

In-class
presentations/discussion:
Reading AI generated
responses verbatim

What is Assessment Center?



What are the different types of assessment center exercises?



**Psychometric
Tests**



**Case Study
Analysis**



**Group
Exercises**



**Role Play
Simulations**



**Presentation
Exercises**



**In-Tray/E-Tray
Exercises**

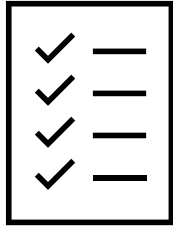


**Written
Exercises**



**Structured
Interviews**

Leadership Crisis Role play Interactive Oral Assessment



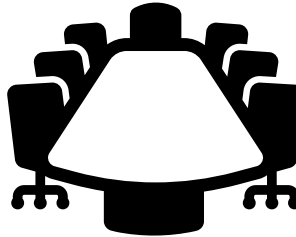
Students:

- Get a case scenario
- Draw their leadership style and role from a hat
- Make name/role tents
- Prepare individually



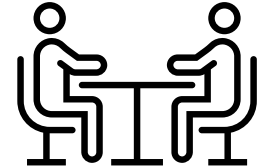
Instructor(s):

- Observing
- Marking



Students:

- Put on their C-Suite role
- Role-play negotiation based on the case



“CEO” interview

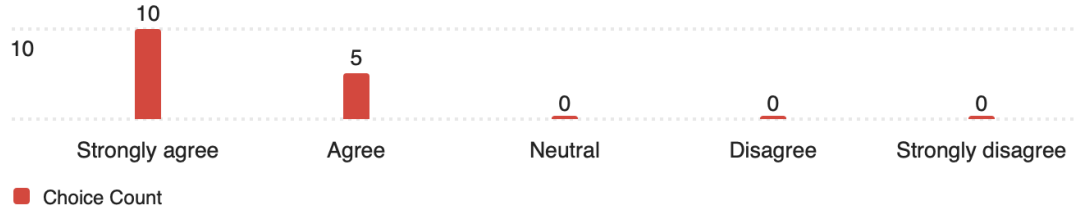
- Instructor as “CEO”
- Students continue to play their role to reflect and answer questions

Marking Criteria

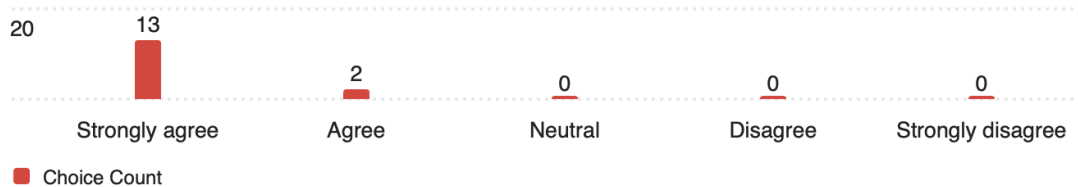
- Application of Leadership Theories and Styles (LO1, LO4)
- Strategic Thinking and Interpersonal Impact (LO2, LO3)
- Quality of Proposed Leadership Actions (LO2)
- Responsiveness and Contribution in Group Discussion (LO3)
- Reflection and Learning Insight (LO1, LO2, LO3)

Student Feedback

Q2 - The role play exercise helped me empathise to understand how someone with a particular leadership style might behave

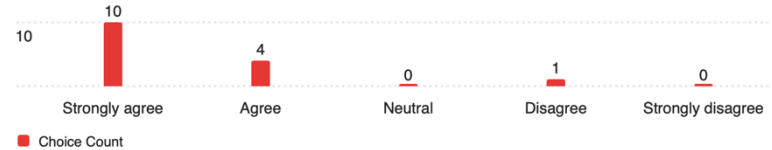


Q3 - The role play exercise helped me experience the impact of leadership behaviours on myself and others

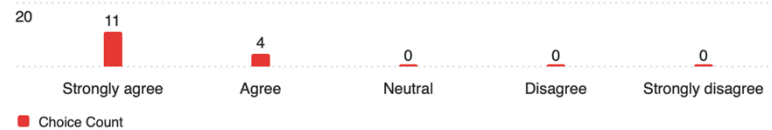


Student Feedback Conti.

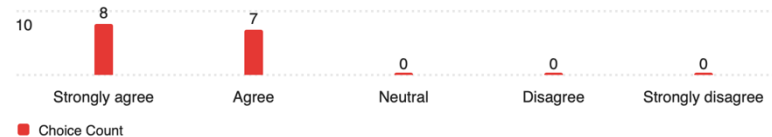
Q4 - The role play exercise helped me to more insightfully reflect on the strengths and areas of improvement across leadership styles



Q5 - Did the role-play exercise help you feel more prepared for the 1-on-1 oral assessment?



Q6 - Did the role play provide you with sufficient opportunities to demonstrate your understanding of different leadership styles?



Student Feedback Conti.

“I think this was a fun experience and worth continuing to the future cohorts.”

“Its a fresh new way to have an assessment.”

“I think this is a very good interaction! I hope there will be more interaction about this skill and learning.”

“I think because we have to remember how each of the leadership styles behaves, we revised every leadership styles that we have learned in class and think of how they might try to do it in a business setting, where you can't also be very extreme in demonstrating the role. I noticed that some people after the group assessment centre wondered if they could have done it in another way and reflected on it, which I think is great.”

Lessons Learnt

Positives

- Way to assess students without AI
- Efficient way of testing
- Video recording to refer back
- Can be designed for different units
- Preparation for recruitment

Challenges

- Ensure students do not record the session
- We need enough scenarios to ensure no one gains an unfair advantage
- Collusion
- Natural performer advantage

Questions?



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Thank you

Further questions? Reach out to
shenoli.perera@sydney.edu.au

Appendix – Sample Case Study

SolarTech Ltd., a mid-sized player in the renewable energy sector, has built a strong reputation for innovation and sustainability. Its new solar farm is facing significant resistance from the indigenous communities in adjacent areas. In the meantime, investors are putting the company under significant pressure to commence with the development of the new solar farm so that the company can meet its obligations. The company is now facing a perfect storm of internal and external challenges just as its CEO takes an emergency leave of absence.

A temporary leadership team has been convened to meet to discuss how the company is going to navigate a high-stakes situation with unclear lines of authority and competing visions for the company's future. You are a member of the temporary leadership team.

Meeting agenda:

- Opening statement (2 minutes per person): stating your role and what you believe the best for the company.
- Crisis 1 discussion (15 minutes)
Major Client Cancellation: One of SolarTech's biggest clients, GreenGrid Utilities, has unexpectedly cancelled a multi-year contract, creating a significant revenue gap and triggering concern among investors and internal teams.
- Crisis 2 discussion (15 minutes)
Low Employee Morale and Layoff Rumours: Whispers of potential layoffs are spreading across the company, fuelling anxiety, lowering productivity, and prompting growing internal resistance to leadership decisions.
- Closing statement (2 minutes per person): A brief summary to restate your final position

Appendix - Lucky Draw: Leadership Cards



Appendix - Lucky Draw Roles (Example: Operations Head)

Operations Head

Focus: Continuity, resource management, and execution

Key Priorities:

- Evaluate how the current crises impact ongoing operations and project delivery
- Prioritise mission-critical functions to maintain business continuity
- Identify operational bottlenecks or resource gaps triggered by recent developments
- Propose interim solutions to maintain stability during CEO absence
- Coordinate rapid response teams to implement short-term measures effectively

Examples for Discussion:

1. *“A critical external conflict is delaying deliveries. Should we reroute shipments or negotiate temporary access?”*
2. *“Pause non-essential projects to redirect resources to our most urgent revenue-generating initiative.”*
3. *“If staffing shortages occur, could we hire temporary workers or redistribute existing teams?”*

L&T:25

Thank you!

**Vote - People's choice
award**



Showcase Sessions 3



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