

1. Context: Music Research Design 2

Music Research Design 2 is a Trimester 2 course that supports Honours students in completing their dissertations.

POSITIVE FEEDBACK

- Detailed peer & teacher feedback
- Active learning & student input

CONSTRUCTIVE FEEDBACK

- Assessment type
- Due dates

2. Rationale: Students as Partners

Students as partners:

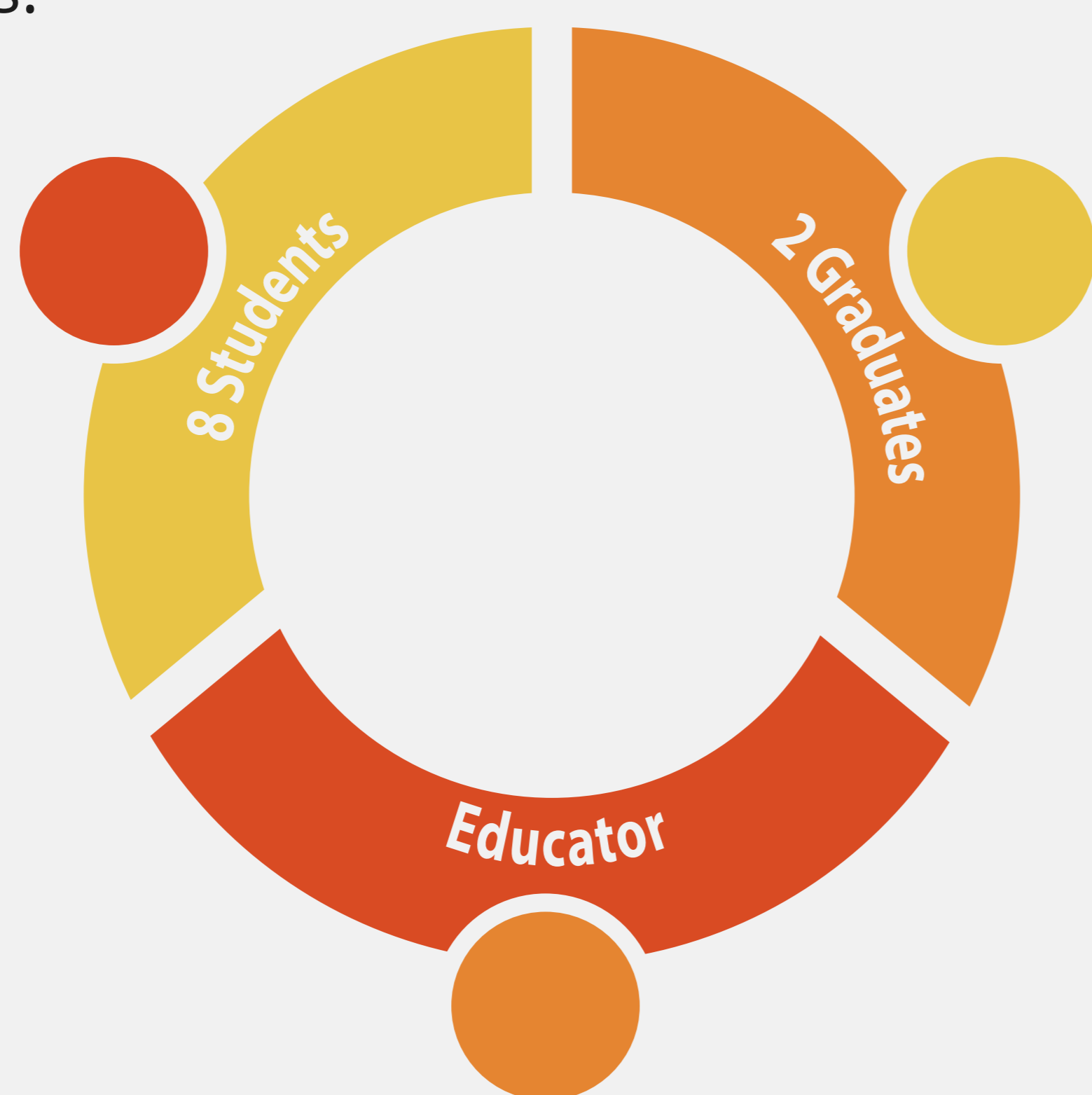
- Recognises students are experts in themselves
- Prioritises authenticity and student empowerment

The aim was to co-create assessments that were relevant, timely and interesting

3. Strategy: SWOT & Plot

Prior to Trimester 2, I facilitated a meeting with eight current Honours students and two graduates. During this meeting we:

- Completed SWOT analyses of prior assessments
- Completed a timeline activity to identify potential due dates
- Discussed assessment options, potential new opportunities and implications for class activities



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Afterwards, I conducted a focus group to explore students' experiences with the process and their perspectives on the outcome.

4. Outcomes: Enhanced Assessment Plan

- The evaluation of a past thesis was replaced with a peer- and self- reflective portfolio
- The end of trimester presentations and student panels were replaced with local mid-trimester conference attendance and poster presentations
 - The research papers remained, but with flexible due dates
 - Students viewed assessments as relevant and meaningful, and were surprised at the level of influence they had over the outcome



5. Challenge with scheduling



I initially planned two meetings: One for brainstorming and one for decision-making. Only the first meeting occurred.

Challenges:

- Small window of opportunity between trimesters
- Students preferred in-person reminders
- Balancing flexibility with structure

Attempts to replace the second meeting with online documents were unsuccessful, leaving me to finalise decisions.

Students valued their participation and lamented these challenges, tasking me with addressing them in future.

6. Lessons & Reflections

Students' input can positively influence course design, while deeply benefitting student engagement.

I will continue to invite students to roundtable course evaluation discussions and explore how to best engage students with this opportunity.