



Centre for Research in
Assessment and Digital Learning

CRADLE PhD Scholarships 2023 Proposed Projects

Supervisor Alfred Deakin Professor David Boud

Developing evaluative judgement in university courses

How can learners develop the ability to make judgements about their own learning? How can it be fostered in different contexts? How does it develop over time?

Ensuring feedback influences learning

What strategies and models are effective in enabling feedback processes to have a positive impact on student's subsequent work? What types of feedback processes can be effectively incorporated across programs? How can students influence the kinds of feedback most useful for their own learning?

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Supervisor Professor Phillip Dawson

Feedback literacy for effective learning at university and beyond

Feedback literacy' is the capability to seek out, understand and make use of feedback, as well as making productive use of emotions throughout the process. What frameworks and strategies help learners make the most of feedback across their studies and into their working lives? Using behaviour change techniques from the health and social sciences, this topic expects to develop ways to support students and graduates to seek out and use feedback, and to manage their emotions throughout the feedback process.

Assessment security and online assessment

As assessment has rapidly shifted online, many educators have expressed concerns about cheating. A range of assessment designs and technologies have been deployed in response. This project involves an investigation of the effectiveness of those approaches at addressing cheating, as well as their potential harms and benefits.

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Supervisor Professor Margaret Bearman

Learning and the digitally-mediated workplace

Workplaces are increasingly mediated by big data, analytics and artificial intelligence. This has implications for universities and for learning-on-the-job. How do we navigate a world with new kinds of knowledge practices?

Assessment and feedback cultures

Assessment and feedback cultures are often overlooked but have considerable influence on how assessment and feedback shapes learners. This project offers the opportunity to research assessment/feedback as a cultural, social or socio-material practice. How might this change what learners, teachers or institutions do? This project could have a digital learning focus if this is of interest.

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Supervisor Professor Rola Ajjawi

Feedback, emotions, and power

The relational aspects of feedback are increasingly coming to be recognised as crucial in how learners make sense of and incorporate feedback. This research seeks to extend understandings of emotions and power relationships in feedback conversations by examining it across different disciplines and learning environments. The research asks how are emotions and power negotiated within feedback processes and how is this mediated through technology to influence the effects of feedback.

Assessment, authenticity, and professional identity formation

Taking part in assessment not only drives students' learning of knowledge, skills and attitudes, but it also shapes their professional identity. This occurs as students take part in authentic practices of the community, engage with standard and criteria and receive feedback on their work. This research asks: How do assessment practices influence students' professional identity formation? Other angles might include what makes for authentic assessment and how to design assessment for inclusion.

Inclusion and belonging in higher education

Higher education is in the grip of social acceleration, which can lead to alienation in relationships with educational processes being depicted as a technology or instrument, put to work to bring about pre-determined ends, rather than a deep and transformative experience. Relationships of students to space and time and to buildings, objects, interactions, forms of practice – and, therefore, to forms of knowledge – need to be closely examined. This research seeks to explore notions of belonging and social inclusion/exclusion in higher education.

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Supervisor Dr Joanna Tai

Assessment for inclusion

Assessment in higher education must ensure that a diverse student population can demonstrate their achievement of learning outcomes. This project could explore diverse student experiences of assessment, and/or the affordances and limitations of current and emerging assessment designs, within the context of technology-enabled postsecondary environments.

Peer learning in higher education

The benefits of peer learning for knowledge and skills are well described. There are emerging descriptions of peer learning contributing to desirable graduate learning outcomes such as evaluative judgement. This project seeks to explore and characterise the situations in which peer learning, including but not limited to peer assessments, feedback, and discussion, contribute to students' learning. This qualitative project could be undertaken in a specific disciplinary or professional context, or in a broader postgraduate education setting.

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Supervisor Dr Mollie Dollinger

Co-design in learning and assessment

In a chaotic, diverse, and rapidly evolving higher education context, it is increasingly important to engage with students, industry partners, and other stakeholders in the co-design of learning and assessment practices. This research seeks to understand how to ethically and authentically engage with diverse stakeholders towards greater collaboration, and what benefits, challenges, and considerations arise from a co-create higher education environment. This project could relate to specific marginalised groups within higher education (e.g., students living with disability, first-in-family) or could look more broadly at student and/or industry, community voices.

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