WHEN WRITING THE ASSESSMENT BECOMES THE ASSESSMENT

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Some of the most sophisticated demonstrations of deep student understanding are the creation and evaluation of information, tasks that require developed cognitive and metacognitive skills (Herscovitz, Kaberman, Saar & Dori, 2012; Kay, Hardy & Galloway, 2020).

In an approach to construct a deeper, more authentic assessment and challenge students to consider the wider context of theory, we designed an iterative assessment process in a first-year undergraduate chemistry course. Students authored practice questions and marking guides and provided and used peer feedback to improve these questions. An online, collaborative question-writing application, StudentQuiz, was used to facilitate the implementation of these activities in a HyFlex course.

Working within a constructivist framework, students' draft and final questions, as well as guided reflections on the assessment process, were collected and thematically analysed using grounded theory to investigate:

1) The level of sophistication to which students were able to formulate and critique chemical questions.
2) How students think about their learning during the question-writing process.
3) How students format feedback on other students' questions and how this impacts their reflections on their own attempts.

Emerging themes from this analysis will be presented with a focus on significant features of the artefacts produced and students' metacognitive experience of formulating questions.

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