A whole of institution approach to supporting learning, teaching and assessment

MICHELLE LASEN, FIONA NAVIN & ANGELA HILL
The Cairns Institute

A social science research, consulting, training and teaching hub

for Northern Australia, South-East Asia and the Pacific
State of the Tropics 2014 Report, launched by Nobel Laureate, Aung San Suu Kyi and JCU Vice Chancellor, Professor Sandra Harding in Yangon, Myanmar

Retrieved from http://stateofthetropics.org/
... more ‘activist’ and experiential pedagogies are consistent with our Strategic Intent. These include work-integrated learning, problem-based learning, service learning, field experiences and learning in remote, regional and international settings.

... face-to-face and on-campus delivery, including the promotion of place-based learning, will remain an important aspect of the JCU student experience.

All learning will be increasingly enabled by online affordances. Intentional, student centred blended learning design will be our goal. (pp. 4 & 5)
Commencing domestic students, 2014

- Over half first in family to attend university
- 24% low socioeconomic
- 20% regional areas
- 7% non English speaking backgrounds
- 5% Aboriginal and/or Torres Strait Islander
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JCU is committed to a ‘whole-of-institution’ approach to widening participation, learning, teaching and the student experience (p. 1).
... how to improve teaching and learning at the institutional level is a fundamental difficulty which all universities face.

... many universities have managed to align key elements to improve research outcomes.

... far fewer seem to have managed to do so in support of student learning. (p. 2)

Belinda Probert, former Deputy Vice Chancellor, La Trobe University

...for the most part, small-scale initiatives have not become embedded in institutions and are often the work of enthusiastic teachers, failing to become standard practice (p. 8).

The issue of assessment reform should not be compartmentalized as a narrow matter of pedagogy (p. 10).

It has the potential to impact on governance, curriculum, scholarship, professional development, industrial relations and other domains (p. 2).

Stuart Campbell, former PVC (Learning and Teaching), University of Western Sydney

An exploration of systems thinking is inevitable if we are to understand higher education institutions and adopt change strategies that have a reasonable chance of success (p. 199).

Research question:

What are the characteristics of a whole of institution assessment approach to enhancing student engagement, learning and employability at a regional multi-campus university?
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What are the characteristics of a whole of institution assessment approach to enhancing student engagement, learning and employability at a regional multi-campus university?

As per the recommendation in the Educational Design Research (EDR) literature:

What are the characteristics of an <intervention X> for the purpose/outcome Y (Y₁, Y₂, Y₃, ..., Yₙ) in context Z?

## Whole of institution approach

### Professional practice
- Funded curriculum initiatives
  - HEPP initiatives
  - JCU Learning and teaching grants

### Professional practice context
- Subject offerings
  - Internal, external, block, limited
  - Townsville, Cairns, Brisbane, Singapore
- Marking models and resourcing

### Professional development and community
- Within colleges
  - Peer Review of Teaching (PReT)
  - Peer Assisted Teaching scheme (PATS)
- Facilitated by LTSE
  - Assessment stream in the Professional Learning Series
  - External guest speakers (including OLT Fellows)
  - Fulltime and sessional staff induction
  - Graduate Certificate of Education (Academic Practice)
- Teaching and Learning Academy
  - Special Interest Groups (SIGs): First Year Experience; English Language and Numeracy; Assessment, Blended Learning, and VIL

### Systems and data
- Management systems
  - Learning Management System (Blackboard Learn/CU)
  - Student Management System (TechnologyOne)
- Curriculum Information Management System:
  - Coursework Subjects Database (CSDB); online Course Handbook
- Data
  - Blackboard Analytics
  - Cognos
  - YoucuGU Subject and Teaching Surveys
  - Other surveys:
    - University Experience Survey (UES)
    - Course Experience Survey (CES)
  - Student grades
  - Retention and progress data

### Academic leadership and governance
- Leadership
  - DVC (Academic)
  - Dean, LTSE
  - Divisional Director Academic Quality & Strategy
  - ADLs
  - Course Coordinators
  - Academic Developer - Assessment
- Governance
  - Discipline/College Teaching and Learning Committees
  - Divisional Boards of Studies
  - Education Committee
  - Academic Board

### Policy and planning
- Policy
  - Learning, Teaching and Assessment Policy (and Subject Outline Template)
  - Assessment Integrity clusters
  - English Language and Numeracy Policy
  - Blended Learning Policy
  - Student Experience of Learning and Teaching
- Key documents
  - Statement of Strategic Intent
  - University Plan, 2015–2017
  - JCU Learning and Teaching Blueprint 2014–2016
  - Access, Participation and Success Plan, 2015–2017

### Quality enhancement and assurance
- Internal processes
  - Course Performance Report
  - Course Review Process
- External processes
  - Benchmarking and peer review
  - Professional accreditation/standards
  - Australian Qualifications Framework
  - Higher Education Standards Framework
  - TEGSA audit

### Research
- Emanating from HEPP
  - Whole of institution and discipline- specific OLT projects

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JCU context: 8 domains that impact on assessment decision-making

- Professional practice
- Professional practice context
- Professional development and community
- Systems and data
- Academic leadership and governance
- Policy and planning
- Quality enhancement and assurance
- Research
HEPP collaborations see academic staff work with academic developers, educational designers, learning advisors and careers staff to design curriculum and assessment strategies that are responsive to the needs of highly diverse student cohorts.

### Funded curriculum initiatives

**Higher Education Participation and Partnerships Programme (HEPPP), 2014**

**Higher Education Participation Programme (HEPP), 2015**
## Target courses for 2015

**Division of Tropical Health and Medicine**
- Bachelor of Nursing Science
- Bachelor of Occupational Therapy
- Bachelor of Pharmacy
- Bachelor of Physiotherapy
- Bachelor of Psychology
- Bachelor of Speech Pathology
- Bachelor of Sport and Exercise Science
- Bachelor of Veterinary Science
- Bachelor of Biomedical Sciences

**Division of Tropical Environments and Societies**
- Bachelor of Arts
- Bachelor of Education
- Bachelor of New Media Arts
- Bachelor of Social Work
- Bachelor of Business
- Bachelor of Information Technology
- Bachelor of Laws
- Bachelor of Engineering
- Bachelor of Geology
- Bachelor of Science
- Bachelor of Planning

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High attrition and/or high volume undergraduate courses

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**PPT Slides: Dr Fiona Navin, Project Officer**
**HEPP briefing for Course Coordinators and ADLTs**
### High attrition and/or high volume undergraduate courses

#### Target courses for 2015

<table>
<thead>
<tr>
<th>Division of Tropical Health and Medicine</th>
<th>Division of Tropical Environments and Societies</th>
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</thead>
<tbody>
<tr>
<td>- Bachelor of Nursing Science</td>
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<tr>
<td></td>
<td>- Bachelor of Science</td>
</tr>
<tr>
<td></td>
<td>- Bachelor of Planning</td>
</tr>
</tbody>
</table>

### Whole of institution

**Working to enact improved student experiences**
- Sustainably
- Collaboratively
- Strategically
- Systematically
- Transparently
- Aligned activities across campuses

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PPT Slides: Dr Fiona Navin, Project Officer
HEPP briefing for Course Coordinators and ADLTs
Informed by data

Comprehensive data packages compiled for target courses

PPT Slide:
Dr Glenn Harrison,
Academic Developer, Teaching Evaluation
In 2015, we will build upon the retention work of 2013/2014

Nominated low retention courses

Strategy 1
Support teaching quality

Strategy 2
Support student learning and engagement

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Strategy 2
Support student learning and engagement

Dean, Learning, Teaching and Student Engagement (LTSE)

Academic language and learning
Student equity and wellbeing
Pathways
Student transitions and careers
Blended learning and innovation
Teaching quality and scholarship
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Pathways
Student transitions and careers
Blended learning and innovation
Teaching quality and scholarship
Learning, teaching and assessment priorities in the HEPP collaborations

- Enhance course coherence and assessment design
- Embed English language and numeracy development
- Enhance blended learning design
- Build student and career identity
Enhance course coherence and assessment design

Embed English language and numeracy development

Enhance blended learning design

Build student and career identity
Intentional, well-designed and coherent courses/programs

1. Support course teams in **mapping activities** so as to examine:
   - development and assurance of course learning outcomes;
   - range of assessment types across the course.

2. Support course teams in developing **course-level rubrics** so as to:
   - promote understanding of course learning outcomes;
   - provide resources for development of task-specific rubrics.

3. Undertake **peer review** of assessment in first year subjects (diagnostic, formative and authentic tasks).

4. Support staff in review of their own assessment schedules through **professional development opportunities and resources**.
Professional development: Assessment stream

27 March – Moderation essentials

17 April – Assessment types

5 & 6 May

Dr Gordon Joughin – Oral assessment

11 & 12 August

Professor Geoff Scott – Work ready plus graduates

28 August – Feedback

18 September – Group assessment

October – eAssessment

Enhance course coherence and assessment design

Embed English language and numeracy development

Enhance blended learning design

Build student and career identity
There is a significant body of national and international research indicating the importance of English language and numeracy development as a key factor for student retention and success at university.

Very few HEIs have systematic approaches to teaching and assessing oral and written communication skills across the course of study (p. 9).

Enhance course coherence and assessment design

Embed English language and numeracy development

Enhance blended learning design

Build student and career identity

JCU English Language and Numeracy Policy (2012)

- entry standards
- early diagnostic assessment
- student support services
- course structures: assessment and feedback
- capstone experiences: demonstration of proficiency
- moderation and external benchmarking
The development of English language proficiency is integral to the development of discipline-based knowledges.
Developing first-year Business students’ written communication skills through **professionally relevant genres**

**BU1007: Business data analysis and interpretation**
Abridged report

**BU1008: Marketing fundamentals**
Full report
Developing first-year Business students’ written communication skills through *professionally relevant genres*

**BU1007:** *Business data analysis and interpretation*
Abridged report

**BU1008:** *Marketing fundamentals*
Full report

*High level of scaffolding*
BU1007: Business Data Analysis and Interpretation

Dr Taha Chaiechi

OUTLINING THE REPORT STRUCTURE

REPORT STRUCTURE for BU1007:

**Title Page:** Include the title, author (your name) and affiliation (student ID), date of release (due date) and for whom the report might be written (this report is to be written for the lecturer of BU1007).

**Table of Contents:** List of sections and subsections including page numbers and formatted in APA style. A list of tables and figures follows if included in the report.

**Introduction:** The introduction will briefly explain the aims of the research (what), the methods and statistical analysis techniques (how), limitations (acknowledge rather than overstate), results (so what), as well as briefly outline a conclusion and a recommendation (now what).

**The Body:**

- **Methods and Results:** Briefly describe the research design methods, the technical statistical analysis procedures (links can be made to theory where relevant), and the findings of the research (make explicit links to the data represented as tables and/or figures). It is important to write something about each table or figure; make the results clear to the reader.
- **Discussion of Results:** This makes up the largest part of the report; it is a synthesis of the data. This section requires a well thought out analysis of the findings with clear and purposeful connections made between the results, theory/concepts and research questions.

**Conclusion and Recommendation:** In this section the report will draw a conclusion based on the results, and then make a recommendation for action.

**References:** APA style (one reference as a minimum that must be correctly cited in the body of the report)

**Appendices:** The information listed as appendices must be cited in the body of the report, for example, (see Appendix 1). This is where you provide the computer printout of your results.
Elaborating on the purpose of each section and making explicit links to assessment criteria.

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- **The Body:**
  - **Methods and Results:** Briefly describe the research design methods, the technical statistical analysis procedures (links can be made to theory where relevant), and the findings of the research (make explicit links to the discussion).
  - **Discussion of Results:** This section requires a critique, thus implies a more analytical style of writing. It explains to the reader how the study met (or did not meet) the research aims and discusses the implications for other real-life contexts and purposes. The discussion might relate to other studies, or to theory, in order to substantiate the findings of this particular research, or if you draw on contrary findings, then it is a case of highlighting that different contexts/parameters are likely to yield different findings.
- **Conclusion and Recommendations:** In this section the report will draw a conclusion based on the research findings. Conclusions summarise key points made in the body of the report and link to the introduction. It is essential that you do not introduce any new information or ideas at this stage and the use of direct quotations should be avoided. The conclusion should answer the question: ‘What do the findings mean?’

**ELABORATED TASK DESCRIPTION**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>The student will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpret numerical data and draw conclusions</strong> (CLO A1, SLOs 4 &amp; 5)</td>
<td>All findings and data comparisons are interpreted correctly and discussed.</td>
</tr>
<tr>
<td><strong>Weight 25.00%</strong></td>
<td>Clear connections are made between results, theory/concepts and research questions.</td>
</tr>
<tr>
<td><strong>Upper-range distinction to high distinction</strong></td>
<td>Tables and figures are purposefully and consistently referred to in the discussion.</td>
</tr>
<tr>
<td>All important conclusions, to explain expected and unexpected results, and recommendation for action are clearly outlined.</td>
<td></td>
</tr>
</tbody>
</table>
Ensuring explicit criteria addressing **functional** and technical aspects of report writing

<table>
<thead>
<tr>
<th>Attention to report and paragraph structure and writing style: Adhere to formal and informal rules inherent in the expectations for writing a professional report (CLO S3)</th>
<th>Weight 25.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sections of the report are presented according to ‘Report Structure for BU1007’, with a well-structured introduction. Paragraphs are very well constructed and there are strong transitions between sections. The report displays a high level of professional presentation, using formal academic writing style (including third person and unbiased language), informative headings, correct terminology, tables/figures and page numbers. APA style and formatting conventions are accurately adhered to in in-text citation, presentation of tables/figures and reference list.</td>
<td>All sections of the report are presented, according to ‘Report Structure for BU1007’, with a basic introduction. Paragraphs are well constructed and there are appropriate transitions between sections. The report is presented professionally, using formal academic writing style (including third person and unbiased language), informative headings, correct terminology, tables/figures and page numbers. APA style and formatting conventions are adhered to in in-text citation, presentation of tables/figures and reference list, with few errors.</td>
</tr>
<tr>
<td>Attent to syntax and mechanics (i.e., sentence construction, grammar, punctuation and spelling). (CLO S3)</td>
<td>Very well-constructed sentences, correct grammar and punctuation and next-to-no spelling errors ensure that meaning is conveyed to readers with a high level of clarity and fluency.</td>
</tr>
</tbody>
</table>

Paragraphs are generally well constructed and there are basic transitions between sections. The report is presented professionally, largely using formal academic writing style (including third person and unbiased language), informative headings, correct terminology, tables/figures and page numbers. APA style and formatting conventions are adhered to in in-text citation, presentation of tables/figures and reference list, with some errors.
Suite of resources

BU1007 Assessment 1

Case Study: Statistical Report
Part One

Presentation purpose

Three part presentation to help you prepare a statistical report that is engaging and informative, and most importantly, successfully addresses the assessment criteria.

- Part one: What is a statistical report?
- Part two: How to unpack the task description
- Part three: Understanding the process of writing the report paying consideration to the assessment criteria

https://www.youtube.com/watch?v=7HFcQtwdeIo

TASK DESCRIPTION & RUBRIC: Subject Outline
ELABORATED TASK DESCRIPTION: LearnJCU site
SERIES OF ONLINE RECORDINGS: LearnJCU site
VIDEO OF STUDENT'S EXPERIENCE: LearnJCU site
### 2014 student survey response

<table>
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<th>2014 student survey response</th>
<th>N=416</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very helpful/ helpful</td>
<td>248</td>
<td>59.6</td>
</tr>
<tr>
<td>Somewhat helpful</td>
<td>135</td>
<td>32.5</td>
</tr>
<tr>
<td>Not helpful/ I’d prefer not to answer</td>
<td>33</td>
<td>7.9</td>
</tr>
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</table>

### Online hits

<table>
<thead>
<tr>
<th>Month</th>
<th>Online hits</th>
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<tbody>
<tr>
<td>July</td>
<td>109</td>
</tr>
<tr>
<td>August</td>
<td>423</td>
</tr>
<tr>
<td>September</td>
<td>1162</td>
</tr>
<tr>
<td>October</td>
<td>214</td>
</tr>
<tr>
<td>November</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1939</strong></td>
</tr>
</tbody>
</table>
While it is likely that all students who use these materials would benefit significantly, this is even more likely for students of low socioeconomic backgrounds who often experience a greater degree of challenge in mastering written communication skills in academic genres.

A large part of the strength of this intervention is that it is integrated with the teaching, assessment and learning strategy of a subject.

The materials clearly illustrate to others how similar suites of learning materials could be developed to support students in other subjects, and indeed, throughout other subjects of any degree.

Enhance course coherence and assessment design

Embed English language and numeracy development

Enhance blended learning design

Build student and career identity

**Intent**

To identify and define the philosophy, scope, principles and procedures for the use of blended learning environments for students and staff at James Cook University in order to enhance student learning, success and engagement and to impact positively on the student experience.

to enhance student learning, success and engagement

**Scope**

This policy applies to all staff and students and relates to aspects of the Learning, Teaching and Assessment Policy, the Strategic Intent and the University Plan.
Blended Learning Policy

Intent

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Scope

This policy applies to all staff and students and relates to aspects of the Learning, Teaching and Assessment Policy, the Strategic Intent and the University Plan.


BLENDED LEARNING TEAM

1. Investigate digital preparedness of incoming JCU students
2. Model blended learning designs based on the 5Es: Engage, explore, explain, elaborate, evaluate
3. Create digital learning objects
4. Support staff to embed an ePortfolio across courses
5. Support staff to redesign assessment tasks e.g., student created digital media
A/P Hoban, OLT senior teaching fellowship

Learning and communicating science with student-centred digital media

JCU Teaching and Learning Week, 2014

http://www.digiexplanations.com
BZ1007: Introduction to Biodiversity

Cromarty field-trip

Lecturer: Janine Sheaves

Field report uploaded into an ePortfolio
Students use mobile phones to record aspects of the fieldwork and *Moviemaker* to create a group video presentation.

### Cromarty field-trip - Making your two minute video

1. **Planning (prior to field-trip)**
   **Things to decide while planning:**
   Students will be placed into groups and each group will make a video. So, bring along two or three ideas for a video to discuss with your group. You may get some good ideas from the website that you used to answer the Riparian questions.
   - Your video should only cover one topic.
   - The time limit of video is two minutes - so you need to plan each component.
   - What footage you will use (live action, still shots).
   - The best way to convey your message is to concentrate on relevant images.

2. **Shooting the video**
   - Make sure the location you have chosen has complementary lighting (avoid having the light source behind your subject, i.e. sun directly behind what you are filming).
   - Set up your camera and look at what you want to shoot. Look at the composition of the shot. Is everything in focus: do you need close up shots, are you getting the detail required.
   - Then you are ready to begin, shoot the footage, then review all footage to ensure you have what you want.

3. **Editing**
   Movie Maker 15 is available on the JCU computers through the Streaming Software Portal (small yellow icon on the bottom right of the taskbar).
   Alternatively, have a look at this website. There are a number of programs available - many are free.

   During editing you may: trim clip, stitch clips together, add transitions, add music and captions. The editing or post-production process can really make a difference to the overall quality of your video. However, it is very easy to go overboard. It is usually better to take a less-is-more approach and keep your use of graphics minimal and tasteful.

   **Extra content:** There are many resources online (see below) that you can add during the editing process.
   - **Background music** – *Jamendo* is a great site for royalty-free music
   - **Sound effects** – *Audio Micro* or *Soundclip.ps*
   - **Images** – *Flickr*
   - **Clip Art** – *Microsoft Office Images*

4. **Upload your video into the ePortfolio**
   Information will be placed on LearnJCU on how to do this.

Source: Cromarty field trip video presentation guide. (2014).
The students have to research, and then when they go out on the fieldtrip we get them to make a video of what they've researched. It’s surprising how much ownership they take.

We do it on riparian vegetation. So they have to know what that is, and they have to do the storyboard and do the prep first, so that they know what shots to shoot.

It’s a beautiful area. We visit four different types of habitats. They love it. They just look around and go, “This is what it’s about.” Quite a few of them think, “This is what it’s like to be a biologist!”

Janine Sheaves, Staff focus group, OLT extension grant project. (2015). *Exploring field spaces as learning places: Optimising the impact of field-based learning on the student experience.*
Post field experience student survey. OLT Field Learning Spaces Project

Section A: Your demographics

Q1. Gender

I am:

- Female
- Male

Q2. Age

I am currently:

- 19 years or under
- 20-24
- 25-29
- 30-34
- 35-39
- 40 years or over

Q3. Course

1. I am currently enrolled in the:

- Bachelor of Science
- Bachelor of Marine Science
- Bachelor of Geology
- Bachelor of Engineering (Honours)
- Bachelor of Sustainability
- Diploma of Higher Education
- Other
  Specify: ___________________
Behavioural Ecology: BZ3061 BZ5061

Assessment redesign & student learning

Prof. Simon Robson
College of Marine & Environmental Science

In the times that used to be tutorials, we just go outside and walk around campus. It gives me an opportunity to have much more discussion with students, which is really, really good. It’s less sterile. Simon Robson, Staff focus group, OLT extension grant project. (2015). *Exploring field spaces as learning places: Optimising the impact of field-based learning on the student experience.*
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<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
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<tbody>
<tr>
<td>Understanding theory and practice</td>
<td>Seeing the world through the eyes of a behavioral ecologist</td>
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<table>
<thead>
<tr>
<th>Interaction</th>
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<tr>
<td>Lecture</td>
<td>Lecture + excellent text</td>
</tr>
<tr>
<td>Weekly tutorials</td>
<td>Weekly field work</td>
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<tr>
<td>Group field research</td>
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<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial performance</td>
<td>Demonstrating knowledge &amp; knowledge improvement through their own experiences</td>
</tr>
<tr>
<td>Final exam</td>
<td></td>
</tr>
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</table>
New goals and assessment

- ePortfolio (3 of them)
  - Make their own behaviour observations/questions
    - multimedia
  - Demonstrate knowledge of background theory
    - Embed their observations/questions in lecture material
  - Demonstrate ability to improve their own learning
    - Locate and interpret relevant scientific literature
- Detailed feedback on 1st ePortfolio
We will seek to balance a focus on examinations with more engaging authentic and technology enabled practices, affording students opportunities to demonstrate their learning using a range of modes. JCU Learning and Teaching Blueprint, 2014-2016.

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More sensitive gauge of student understanding than taking them to an exam.
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Embed English language and numeracy development
Enhance blended learning design
Build student and career identity
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Build student and career identity

Work Integrated Learning can be subsumed under the broader notion of Career Development Learning (p. 26).

Career is viewed as a complex lifelong learning experience...

Part of higher education’s role is to develop capacities that will permit graduates to be proactive and effectively self-directed (i.e., agentic) learners

(Smith et al., 2009, p. 16).
### OT4004 Advanced Professional Practice

**Dr Jessie Wilson & Daniel Lowrie**

- Undertake modules in professional growth and resilience
- Mentor first year students
- Reflect on knowledge and skills
- Devise professional development plan
First year

Occupational profile and analysis

*OT1011 Introduction to Occupation and Occupational Therapy*

- of *self* – point in time (time use journal entries)
- of *elderly person* – changes over time (interview data)

*OT1012 Enabling Occupation through Partnerships*

- of *community organization* (multiple sources: observation, interview, documents)
First year

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• of self – point in time (time use journal entries)

• of elderly person – changes over time (interview data)

OT1012 Enabling Occupation through Partnerships

• of community organization (multiple sources: observation, interview, documents)

Second year

Occupational profile and analysis and intervention planning

OT2015 Physical and Cognitive-Neurological Determinants of Occupation

• of elderly person (multiple sources)
First year

Occupational profile and analysis

**OT1011 Introduction to Occupation and Occupational Therapy**

- of self – point in time (time use journal entries)
- of elderly person – changes over time (interview data)

**OT1012 Enabling Occupation through Partnerships**

- of community organization (multiple sources: observation, interview, documents)

REFLECTIVE COMPONENTS: Learning is a continuous process grounded in experience and continually modified by experience (Smith et al., 2009, p. 29).

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Over two workshops, facilitated by the Subject Coordinators, ADLT and Learning Advisor, the students draw on their experience from first year to collaboratively generate task guidelines.
Student survey:
To investigate impact on student understanding of task requirements, learning and engagement (JCU ethics approval H6029).
Way forward: evidence based interventions

• Clearly articulated, theoretically justified base, that informed specific predictions about likely outcomes.

• An evaluative frame that would guide the collection of data to demonstrate that the predicted effects were observed in practice.

Way forward: systems thinking

However valuable individual initiatives may be in their own right, there is a synergy between them and other initiatives that is much greater. Overt consideration to systems thinking can help take these early successes forward with a multiplier effect, rather than merely an additive one. Only through systems thinking can individual initiatives be made part of a mainstream of common practice.

Learning, teaching and assessment priorities

- Enhance course coherence and assessment design
- Embed English language and numeracy development
- Enhance blended learning design
- Build student and career identity

EVOLVE


