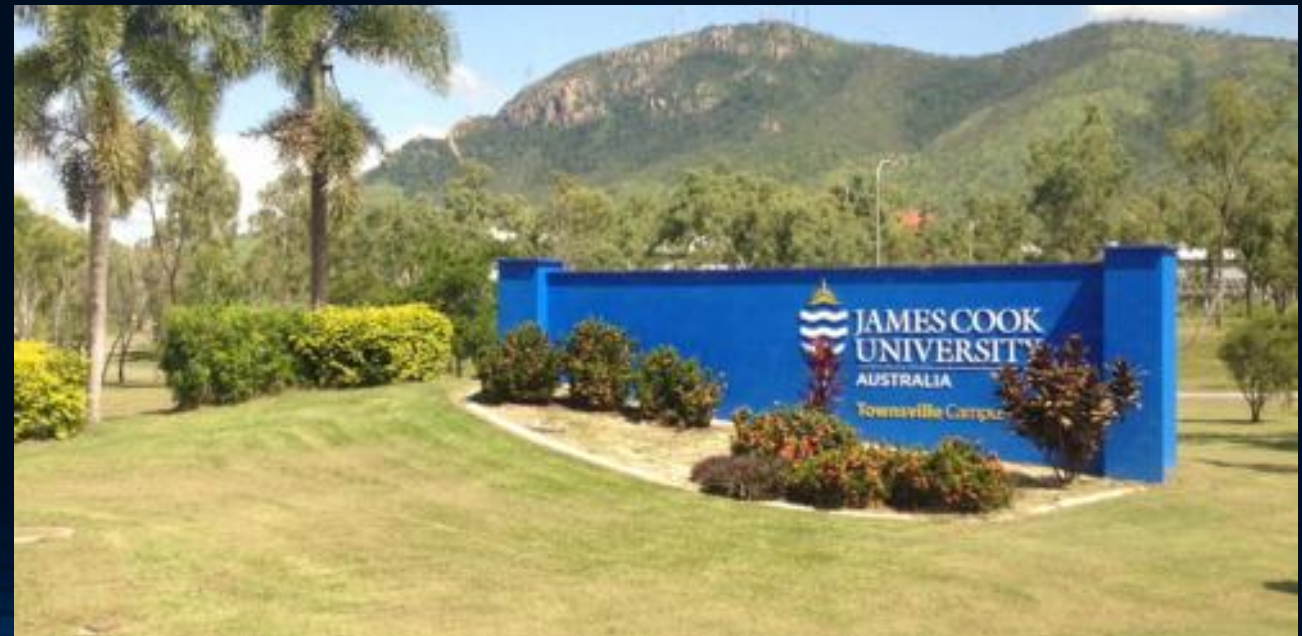
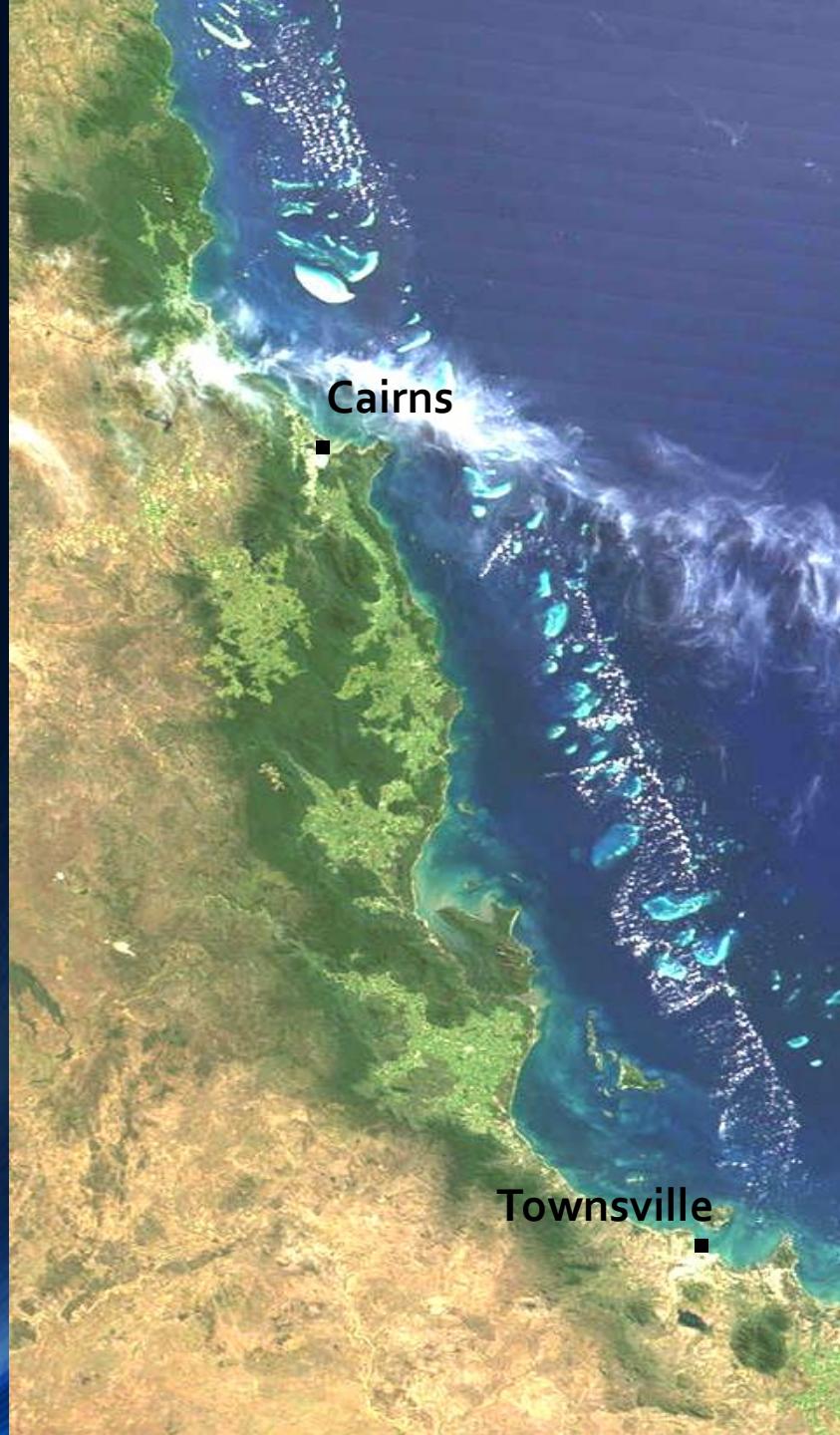


# A whole of institution approach to supporting learning, teaching and assessment

*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*



## Strategic Intent

*"Creating a brighter future for life in the tropics world-wide through graduates and discoveries that make a difference"*



A comprehensive report by key research institutions exploring environmental, social and economic indicators

**Retrieved from**

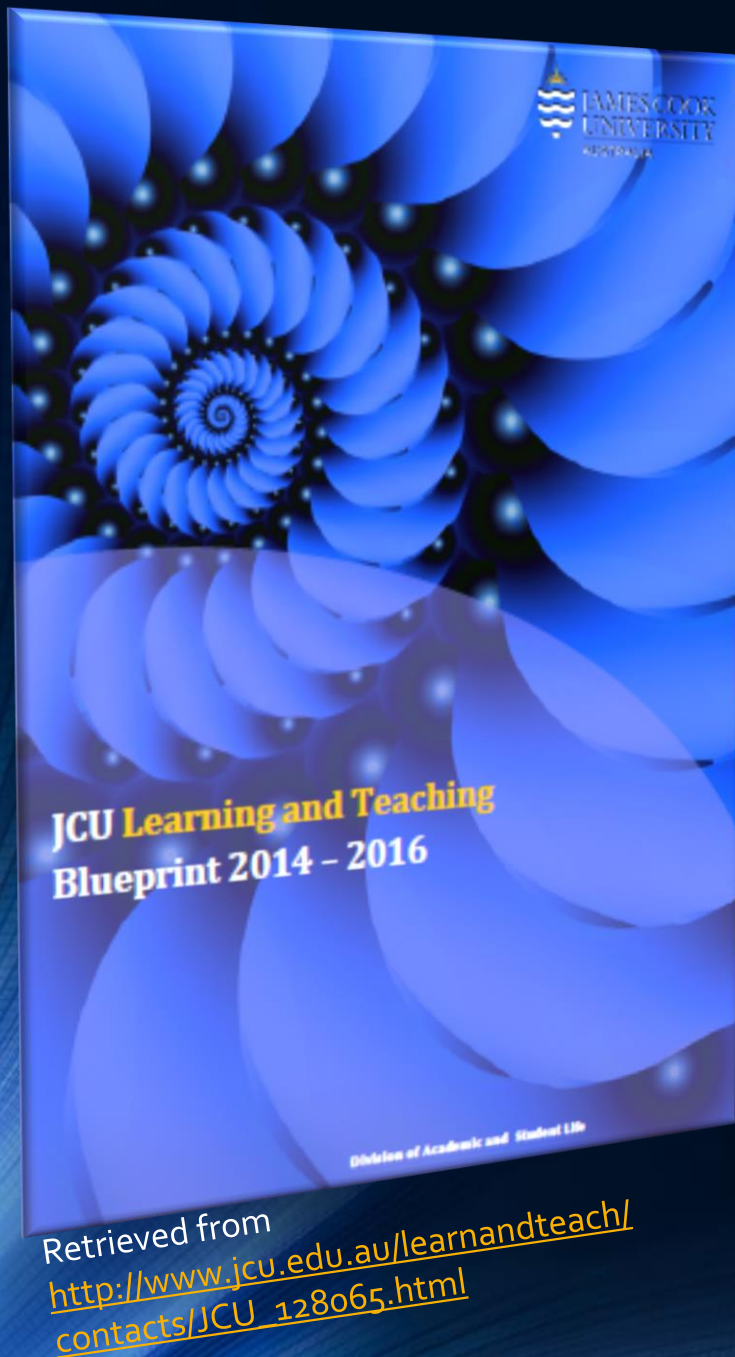
<http://stateofthetropics.org/>

## State of the Tropics

**2014 Report**, launched by Nobel Laureate, Aung San Suu Kyi and JCU Vice Chancellor, Professor Sandra Harding in Yangon, Myanmar







... 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).

Architects: Professors Kift and Hill



... 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

Probert, B. (2009, October). Improving teaching and learning: A systemic approach to institutional change. *What Works Conference on Quality of Teaching in Higher Education*, OECD Programme on Institutional Management in Higher Education, Istanbul Technical University, Turkey.





...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 Higher Education Academy. (2012). *A marked improvement: Transforming assessment in higher education*. Retrieved from <https://www.heacademy.ac.uk/node/3950>

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

Campbell, S. (2008, September). Assessment reform as a stimulus for quality improvement in university learning and teaching: An Australian case study. *Outcomes of higher education: Quality, relevance and impact*. OECD Programme on Institutional Management in Higher Education (IMHE), Paris, France.



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).

Macdonald, R., & G. Joughin. (2009). Changing assessment in higher education: A model in support of institution-wide improvement. In G. Joughin (Ed.) *Assessment, learning and judgement in higher education* (pp. 193–213). Dordrecht: Springer. doi:10.1007/978-1-4020-8905-3\_11.

## 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 ( $Y_1 Y_2 Y_3 \dots Y_n$ ) in context Z?***

Plomp, T., & Nieveen, N. (2007, November). (Eds.). *An introduction to educational design research*. Proceedings of the seminar conducted at the East China Normal University, Shanghai (PR China). Netherlands Institute for Curriculum Development.

## Whole of institution approach

<b>Professional practice</b> <ul style="list-style-type: none"> <li>Funded curriculum initiatives <ul style="list-style-type: none"> <li>HEPP initiatives</li> <li>JCU Learning and teaching grants</li> </ul> </li> </ul>	<b>Professional practice context</b> <ul style="list-style-type: none"> <li>Subject offerings <ul style="list-style-type: none"> <li>Internal, external, block, limited</li> <li>Townsville, Cairns, Brisbane, Singapore</li> </ul> </li> <li>Marking models and resourcing</li> </ul>
<b>Professional development and community</b> <ul style="list-style-type: none"> <li>Within colleges <ul style="list-style-type: none"> <li>Peer Review of Teaching (PRoT)</li> <li>Peer Assisted Teaching scheme (PATS)</li> </ul> </li> <li>Facilitated by LTSE <ul style="list-style-type: none"> <li>Assessment stream in the Professional Learning Series</li> <li>External guest speakers (including OLT Fellows)</li> <li>Fulltime and sessional staff induction</li> <li>Graduate Certificate of Education (Academic Practice)</li> </ul> </li> <li>Teaching and Learning Academy <ul style="list-style-type: none"> <li>Special Interest Groups (SIGs): First Year Experience; English Language and Numeracy; Assessment; Blended Learning; and WIL.</li> </ul> </li> </ul>	<b>Systems and data</b> <ul style="list-style-type: none"> <li>Management systems <ul style="list-style-type: none"> <li>Learning Management System (<i>Blackboard LearnJCU</i>)</li> <li>Student Management System (<i>TechnologyOne</i>)</li> <li>Curriculum Information Management System: Coursework Subjects Database (CSDB); online Course Handbook</li> </ul> </li> <li>Data <ul style="list-style-type: none"> <li>Blackboard Analytics</li> <li><i>Cognos</i></li> <li><i>YourJCU</i> Subject and Teaching Surveys</li> <li>Other surveys: University Experience Survey (UES); Course Experience Survey (CES)</li> <li>Student grades</li> <li>Retention and progress data</li> </ul> </li> </ul>
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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



## Whole of institution approach

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# Funded curriculum initiatives

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

*Higher Education Participation Programme (HEPP), 2015*

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.

# 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

High attrition and/or high volume undergraduate courses

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



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- Bachelor of Planning

High attrition and/or high volume undergraduate courses

## Whole of institution



*Working to enact improved student experiences*

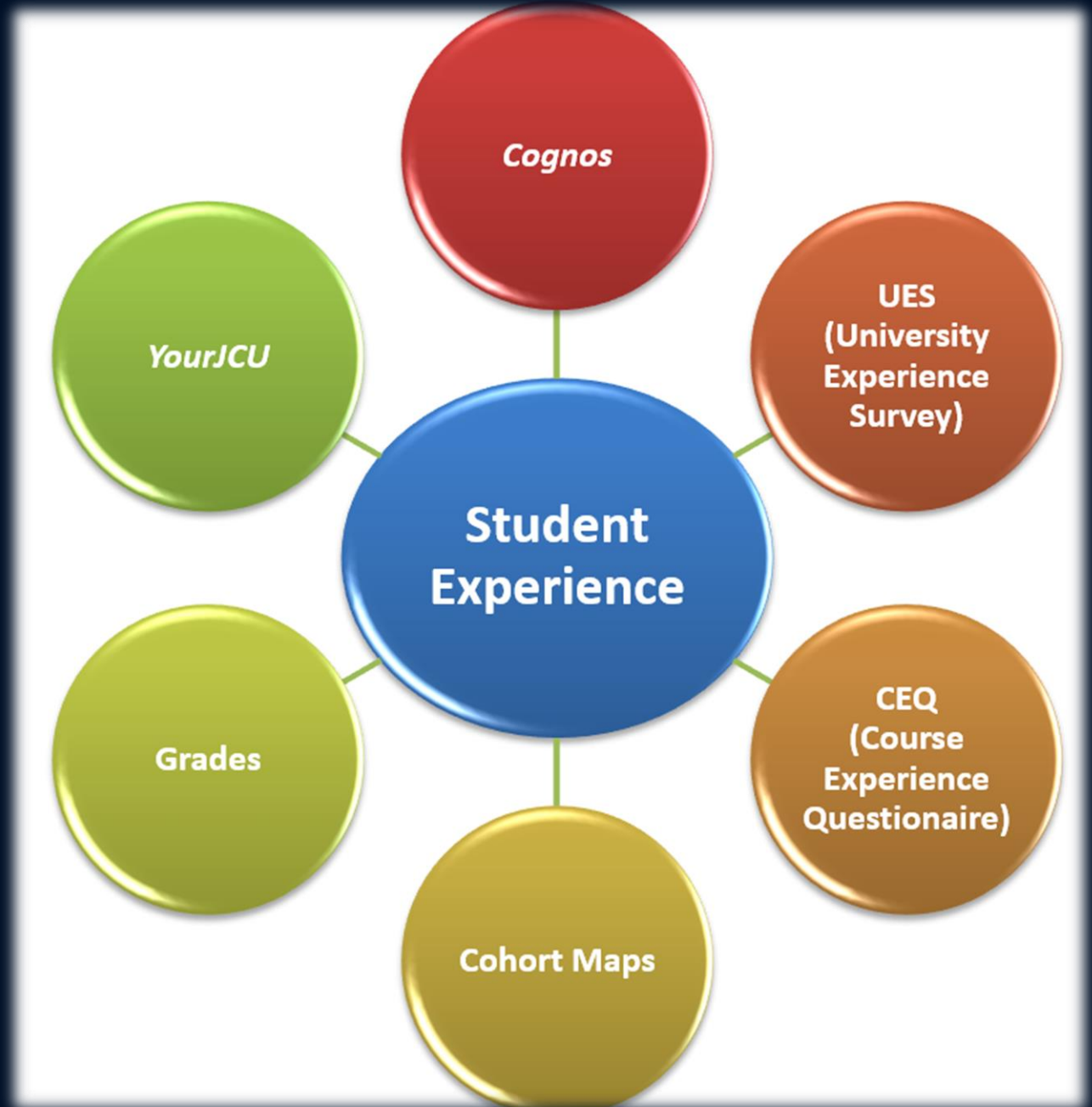
- Sustainably
- Collaboratively
- Strategically
- Systematically
- Transparently
- Aligned activities across campuses

**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

EARLY DAYS

## Nominated low retention courses

Strategy 1

*Support  
teaching  
quality*

Strategy 2

*Support student  
learning and  
engagement*

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*

Dean, Learning, Teaching and Student Engagement (LTSE)

Academic language and learning

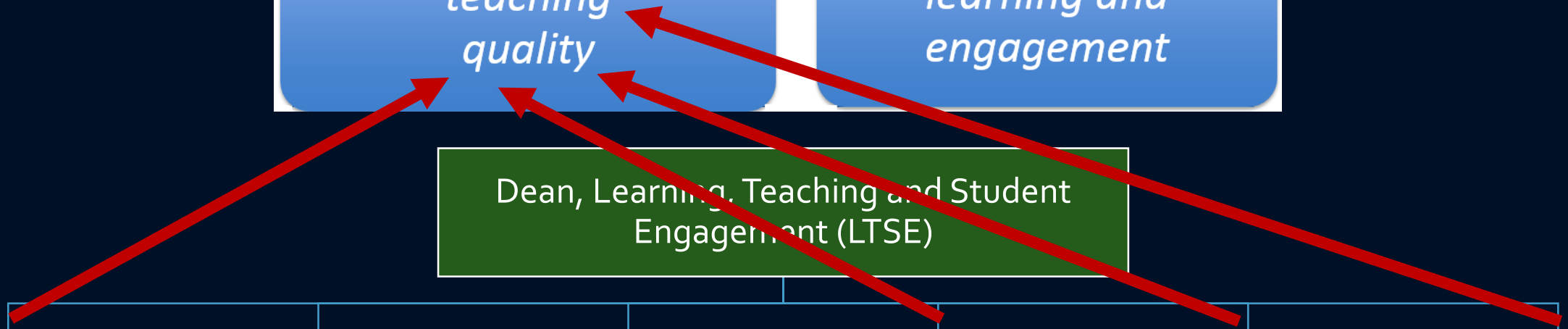
Student equity and wellbeing

Pathways

Student transitions and careers

Blended learning and innovation

Teaching quality and scholarship



In 2015, we will build upon the  
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## Nominated low retention courses

### Strategy 1

*Support  
teaching  
quality*

### Strategy 2

*Support student  
learning and  
engagement*

Dean, Learning, Teaching and Student  
Engagement (LTSE)

Academic  
language and  
learning

Student equity  
and wellbeing

Pathways

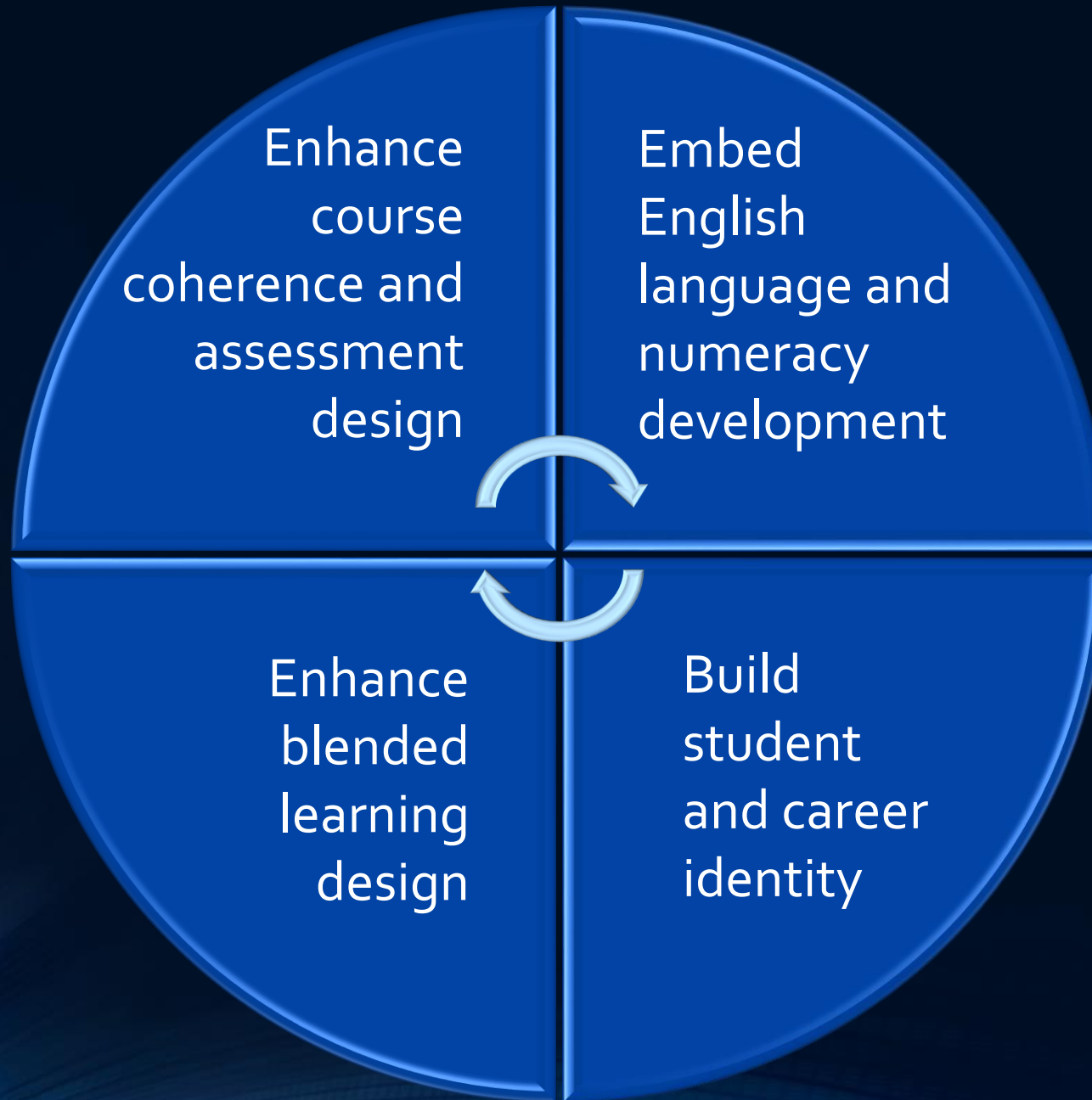
Student  
transitions and  
careers

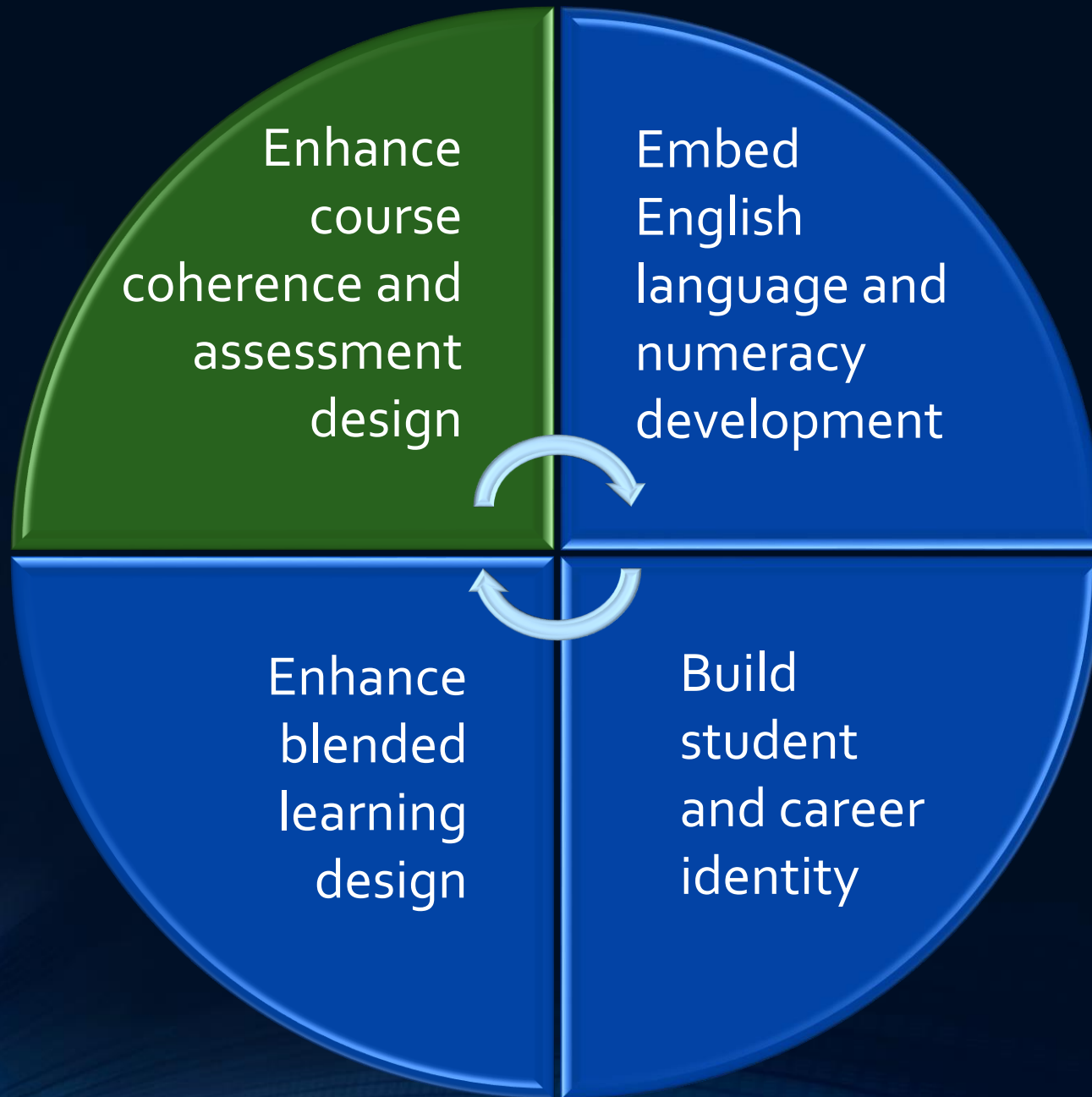
Blended  
learning and  
innovation

Teaching quality  
and scholarship



Learning,  
teaching and  
assessment  
priorities in  
the HEPP  
collaborations





# 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

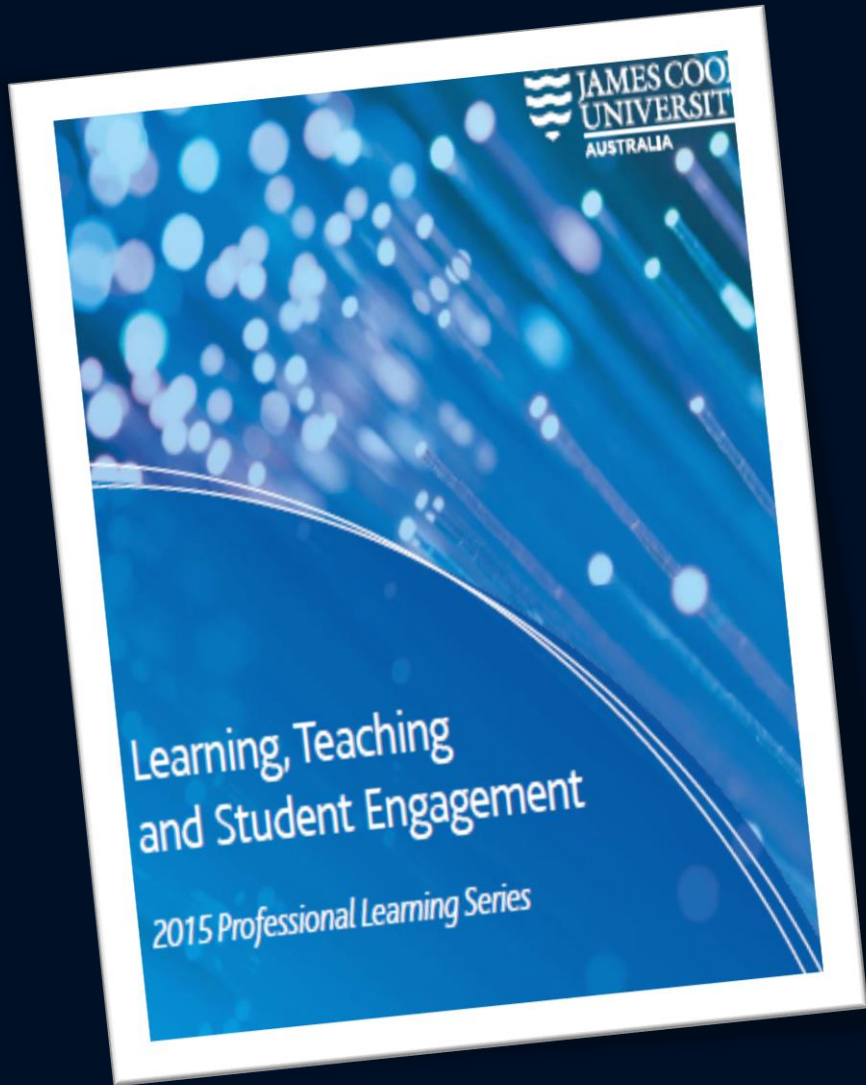
11 & 12 August

*Professor Geoff Scott* – *Work ready plus* graduates

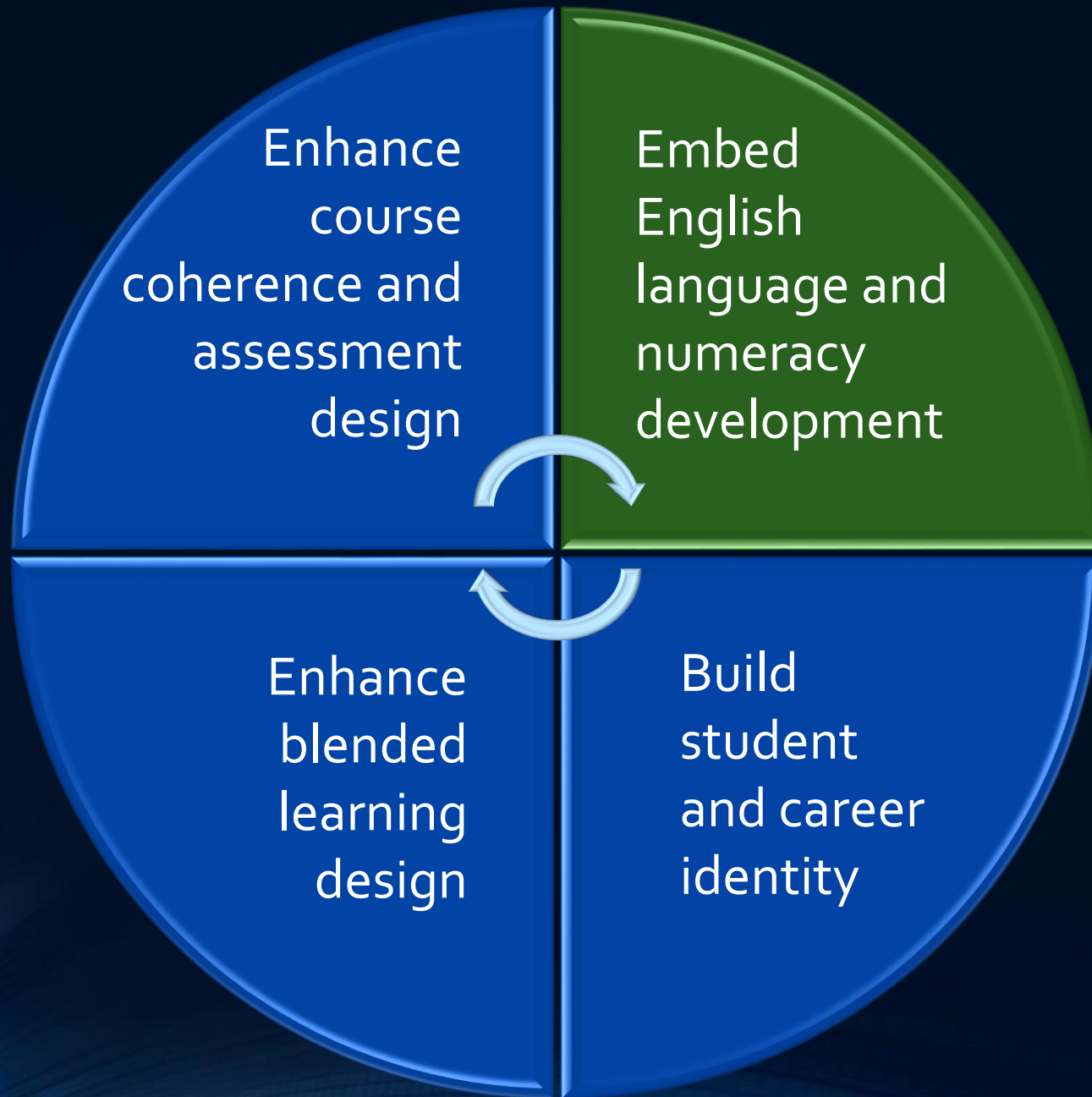
28 August – Feedback

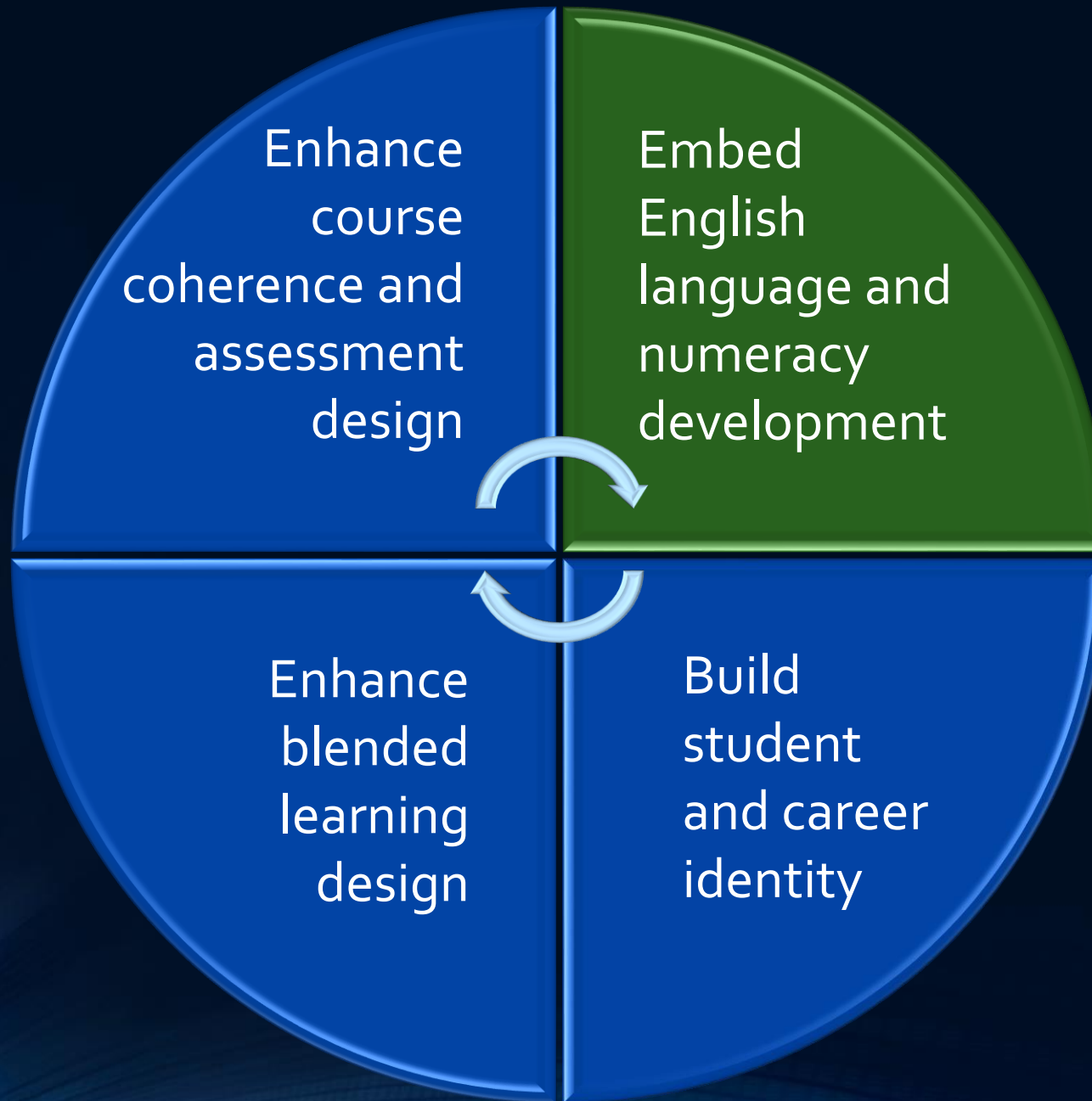
18 September – Group assessment

October – eAssessment



Events listing: <http://www-public.jcu.edu.au/events/teaching/index.htm>

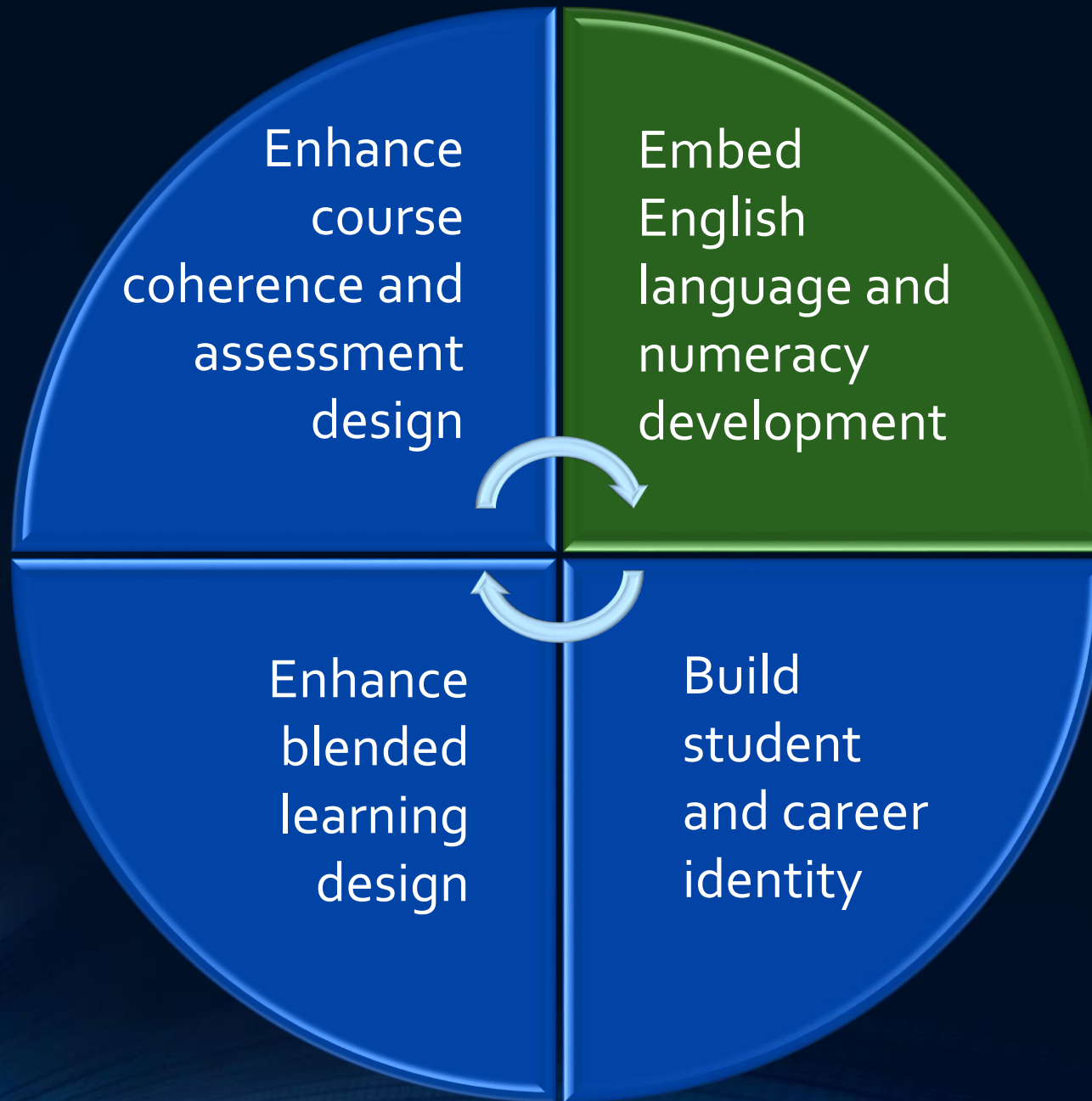




There is a significant body of national and international research indicating the importance of English language and numeracy development as a **key factor for student retention** and success at university.

Arkoudis, S. (2014).  
Unpublished external evaluator's report.

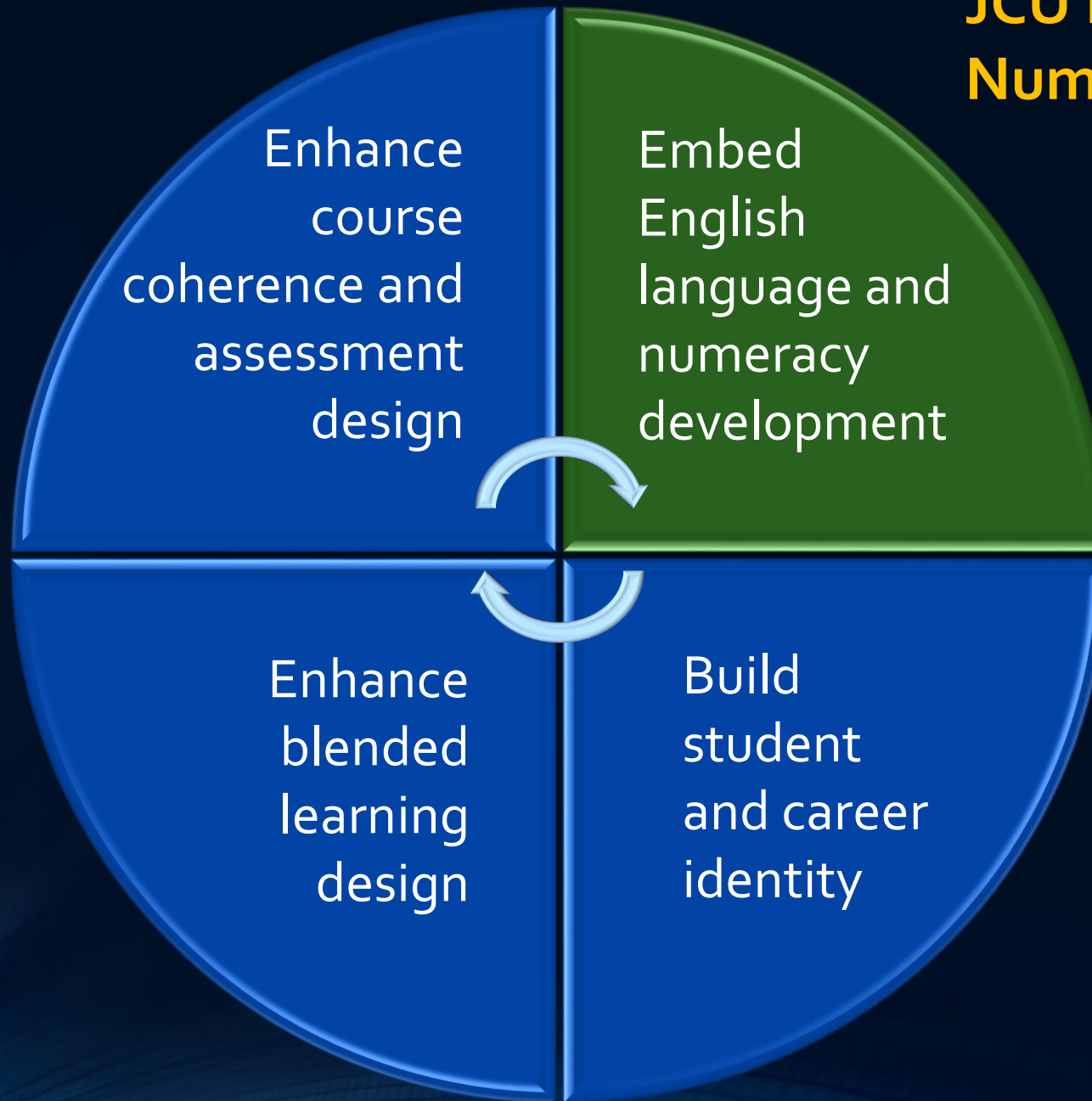




Very few HEIs have **systematic approaches to teaching and assessing oral and written communication skills** across the course of study (p. 9).

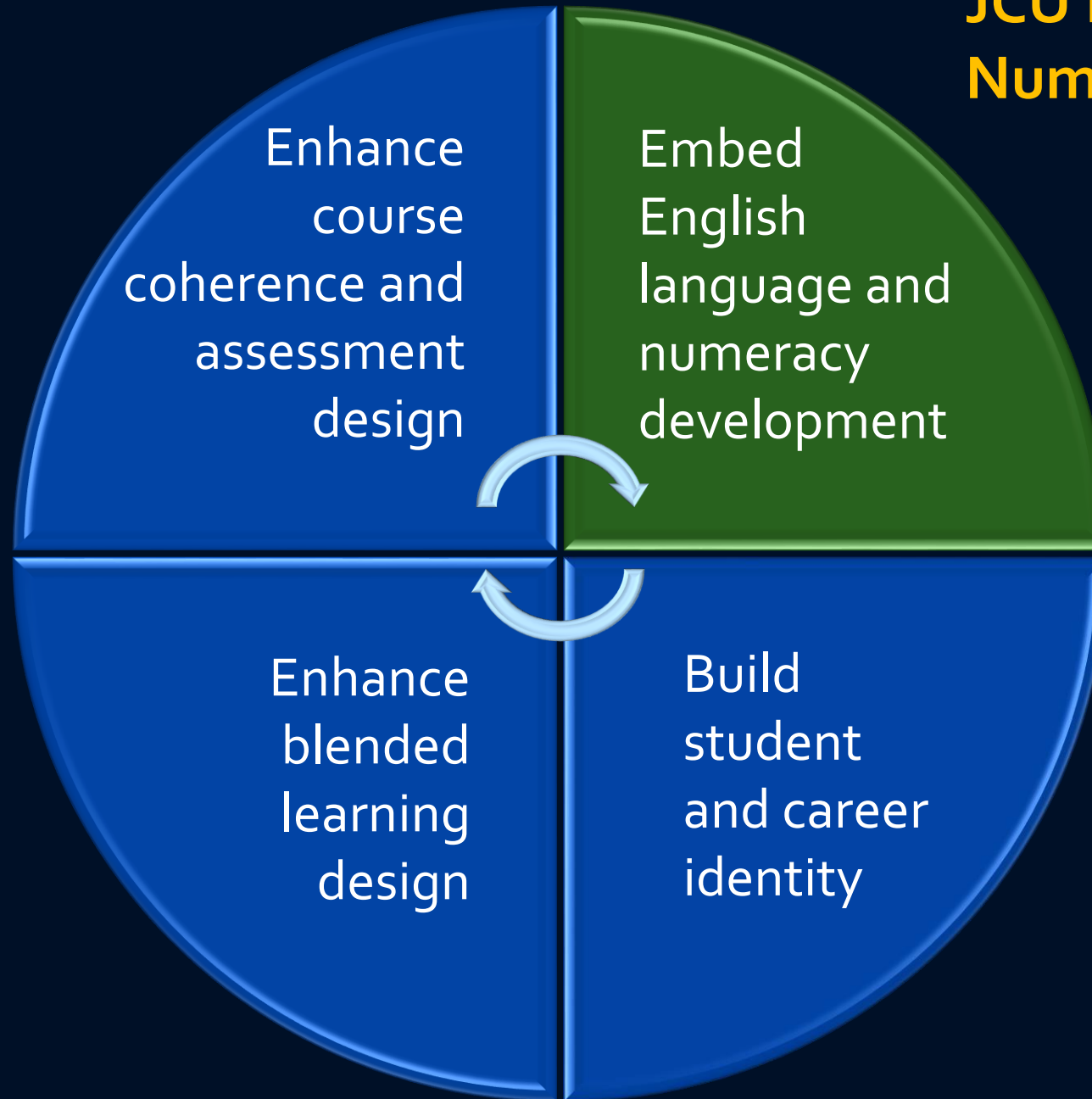
Arkoudis, S. (2014). *Integrating English language communication skills into disciplinary curricula: Options and strategies*. Sydney: Office of Learning and Teaching. Retrieved from [http://www.cshe.unimelb.edu.au/arkoudis\\_fellowship](http://www.cshe.unimelb.edu.au/arkoudis_fellowship)

## 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

## JCU English Language and Numeracy Policy (2012)



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

High level of  
scaffolding

**BU1008: *Marketing fundamentals***

Full report

## REPORT STRUCTURE for BU1007:

## TASK DESCRIPTION

- **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.

# Outlining the report structure

**BU1007: *Business Data Analysis and Interpretation***  
**Dr Taha Chaiechi**



## REPORT STRUCTURE for BU1007:

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  - **Discussion of Results:** This section requires a well thought out interpretation of the connections made between the results, theory/concepts and research questions. It requires you to make purposeful links to the tables and figures.
- **Conclusion and Recommendation:** 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?'
- **References:** APA style (one reference per table and figure).
- **Appendices:** The information listed in Appendix 1). This is where you provide additional information.

## TASK DESCRIPTION

Elaborating on the purpose of each section and making explicit links to assessment criteria

**Discussion of Results:** This section of the report 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.

The discussion of results will be a **synthesis** of the data. It requires a well thought out interpretation of the findings where you make clear connections between the results, theory/concepts and research questions. It requires you to make purposeful links to the tables and figures.

## ELABORATED TASK DESCRIPTION

Criteria <i>The student will be able to:</i>	Upper-range distinction to high distinction
Interpret numerical data and draw conclusions (CLO A1; SLOs 4 & 5) <b>Weight 25.00%</b>	All findings and data comparisons are interpreted correctly and discussed. Clear connections are made between results, theory/concepts and research questions. Tables and figures are purposefully and consistently referred to in the discussion. All important conclusions, to explain expected and unexpected results, and recommendation for action are clearly outlined.

# Ensuring explicit criteria addressing functional and technical aspects of report writing

Attend 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) Weight 25.00%	<p>All sections of the report are presented, according to 'Report Structure for BU1007', with a well-structured introduction.</p> <p>Paragraphs are very well constructed and there are strong transitions between sections.</p> <p>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.</p> <p>APA style and formatting conventions are accurately adhered to in in-text citation, presentation of tables/figures and reference list.</p>	<p>All sections of the report are presented, according to 'Report Structure for BU1007', with a basic introduction.</p> <p>Paragraphs are well constructed and there are appropriate transitions between sections.</p> <p>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.</p> <p>APA style and formatting conventions are adhered to in in-text citation, presentation of tables/figures and reference list, with few errors.</p>	<p>All sections of the report are presented, according to 'Report Structure for BU1007', with a basic yet incomplete introduction.</p> <p>Paragraphs are generally well constructed and there are basic transitions between sections.</p> <p>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.</p> <p>APA style and formatting conventions are adhered to in in-text citation, presentation of tables/figures and reference list, with some errors.</p>
Attend to syntax and mechanics (i.e., sentence construction, grammar, punctuation and spelling). (CLO S3)	<p>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.</p>	<p>Well-constructed sentences, correct grammar and punctuation and few spelling errors ensure that meaning is conveyed to readers with clarity and fluency.</p>	<p>Occasional lapses in sentence structure, grammar, punctuation and spelling. Basic meaning is conveyed to readers.</p>

## TASK RUBRIC



# 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.

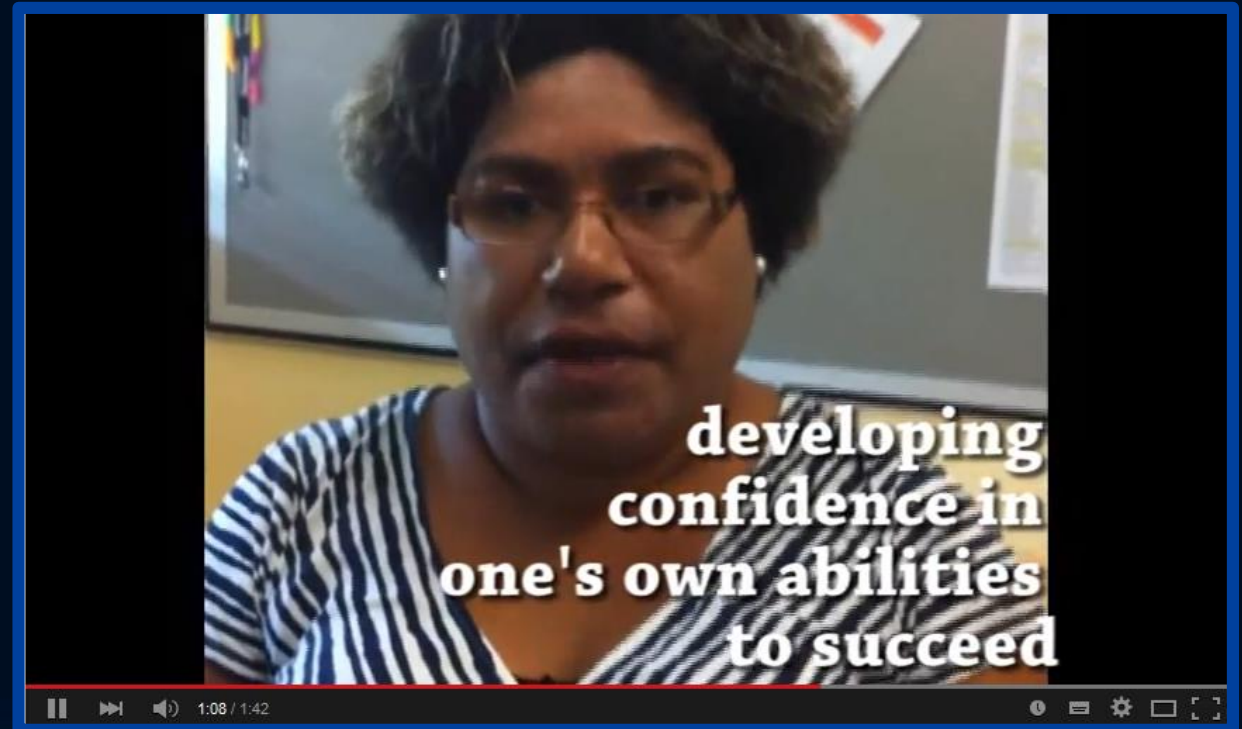
- **Part one:** What is a statistical report?
- **Part two:** How to unpack the task description
- **Part three:** Understanding the process of writing the report paying consideration to the assessment criteria

**TASK DESCRIPTION & RUBRIC:** Subject Outline

**ELABORATED TASK DESCRIPTION:** *LearnJCU* site

**SERIES OF ONLINE RECORDINGS:** *LearnJCU* site

**VIDEO OF STUDENT'S EXPERIENCE:** *LearnJCU* site



<https://www.youtube.com/watch?v=7HFcQtwdeLo>



Did students  
find the  
resources  
helpful?

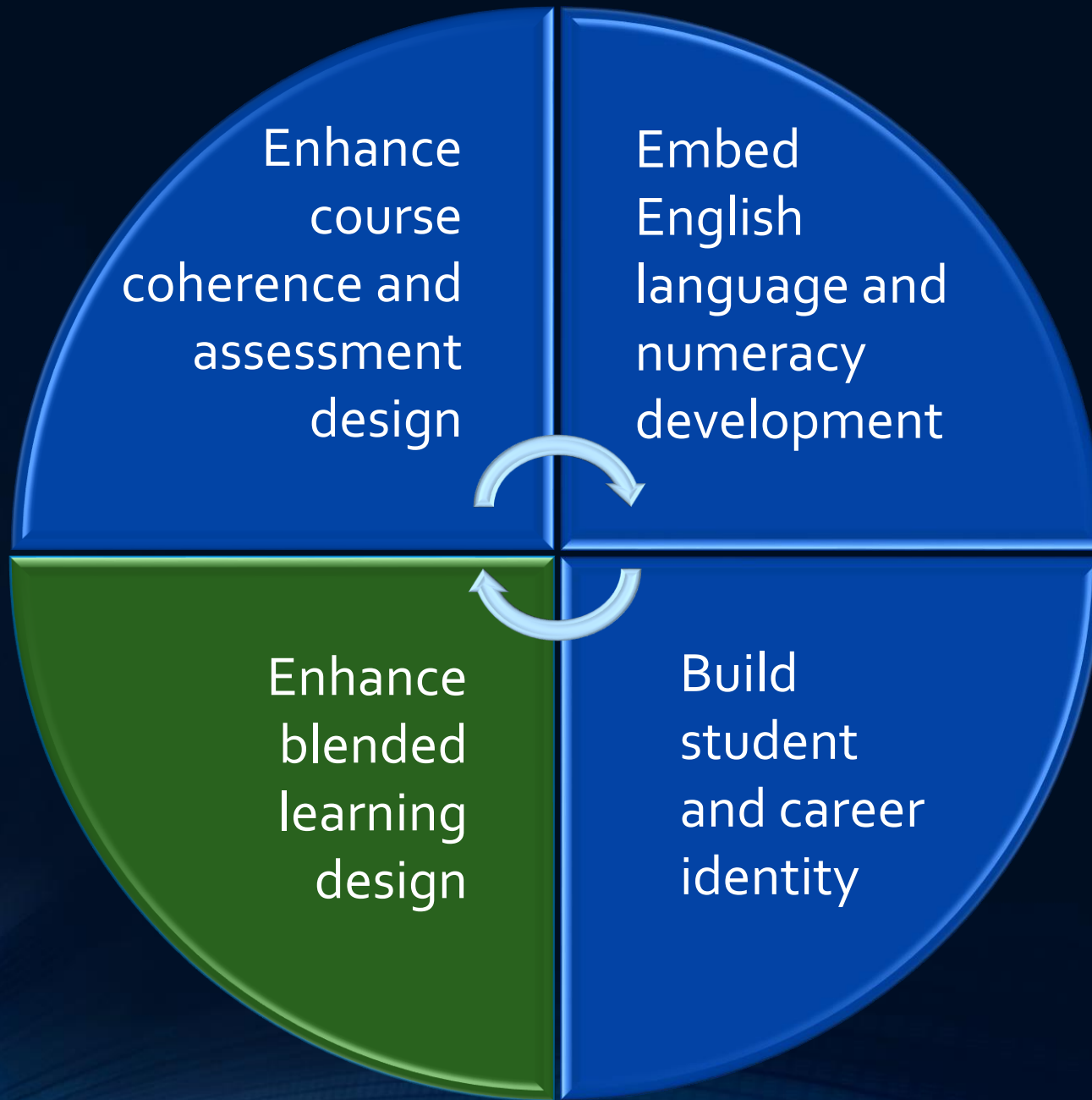
2014 student survey response	N=416	%
Very helpful/ helpful	248	59.6
Somewhat helpful	135	32.5
Not helpful/ I'd prefer not to answer	33	7.9

Month	Online hits
July	109
August	423
September <b>Report due</b>	1162
October	214
November	31
Total	1939

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**.



## Blended Learning Policy

### 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.

JCU Blended Learning Policy. (2014). Retrieved from [http://www.jcu.edu.au/policy/allatoh/JCU\\_140716.html](http://www.jcu.edu.au/policy/allatoh/JCU_140716.html)



Enhance  
blended  
learning  
design



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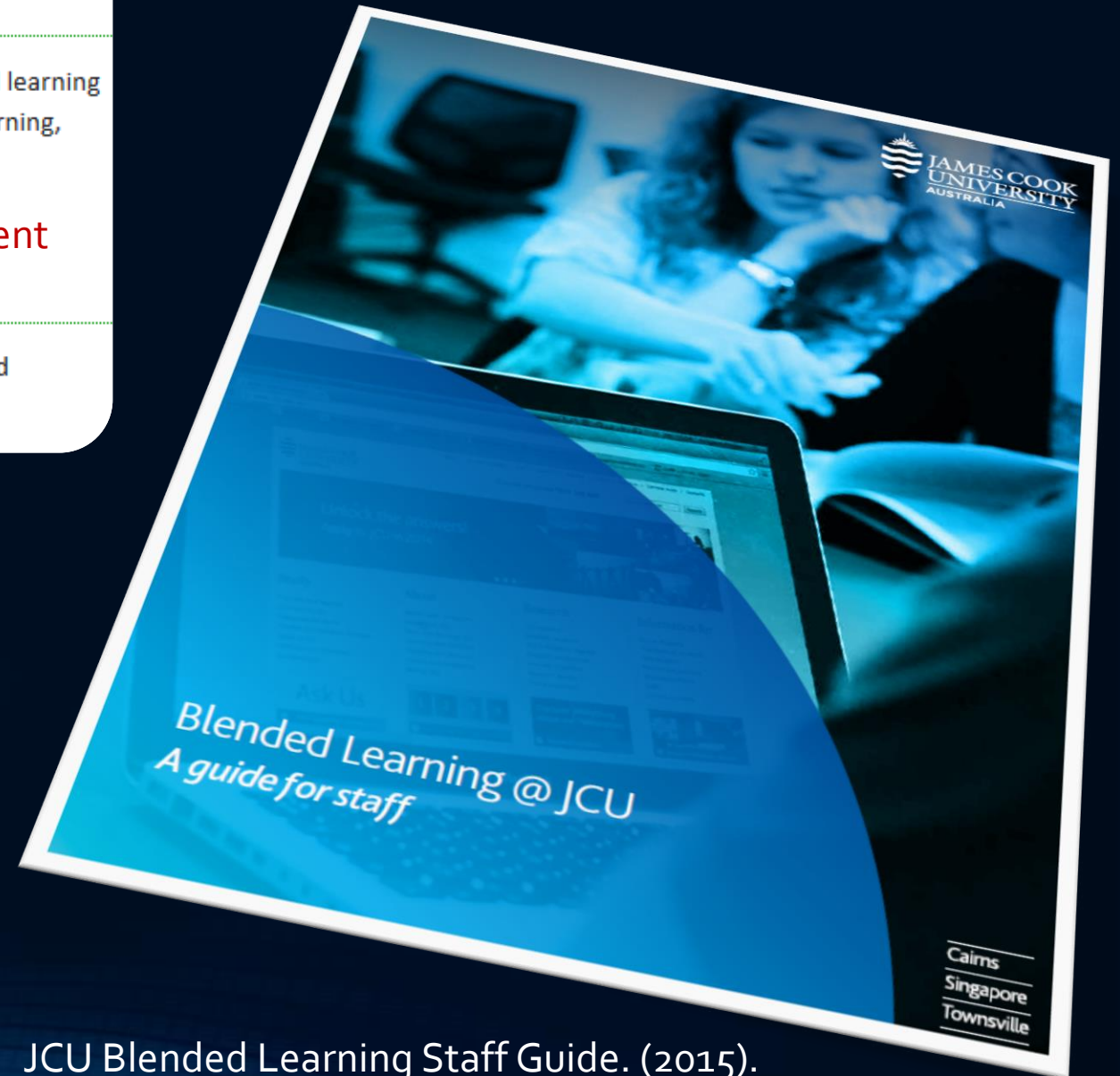
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Enhance  
blended  
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JCU Blended Learning Policy. (2014). Retrieved from [http://www.jcu.edu.au/policy/allatoh/JCU\\_140716.html](http://www.jcu.edu.au/policy/allatoh/JCU_140716.html)



JCU Blended Learning Staff Guide. (2015).

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Enhance  
blended  
learning  
design

## 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

Project Team Film Competition Contact

# DigiExplanations

Blended Media is a representation that integrates different modes of communication in any combination, providing a creative way of communicating science.



## DigiExplanations

Learning and communicating science with student-created digital media

Podcast

Video

Digital Story

Slowmotion

Blended Media

### Academic Resources

Word Sample Assignment 1

Word Sample Assignment 2

### Student Resources

PDF Windows Movie Maker Guide

PDF Windows Live Movie Maker

Word iMovie

<http://www.digiexplanations.com>

Podcast

Video

Digital story

Slowmation

Blended media



# 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.

<http://www.techradar.com/au/news/software/applications/best-free-video-editing-software-9-top-programs-you-should-download-1136264>.

During the editing process you will be working with your footage. Refer to the notes you made during the Planning and Pre-production stages.

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 [Soundcli.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.

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.***

*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

i). 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: \_\_\_\_\_

## STUDENT SURVEY



OLT extension grant project. (2015).  
*Exploring field spaces as learning places: Optimising the impact of field-based learning on the student experience.*

JCU ethics approval H6o48

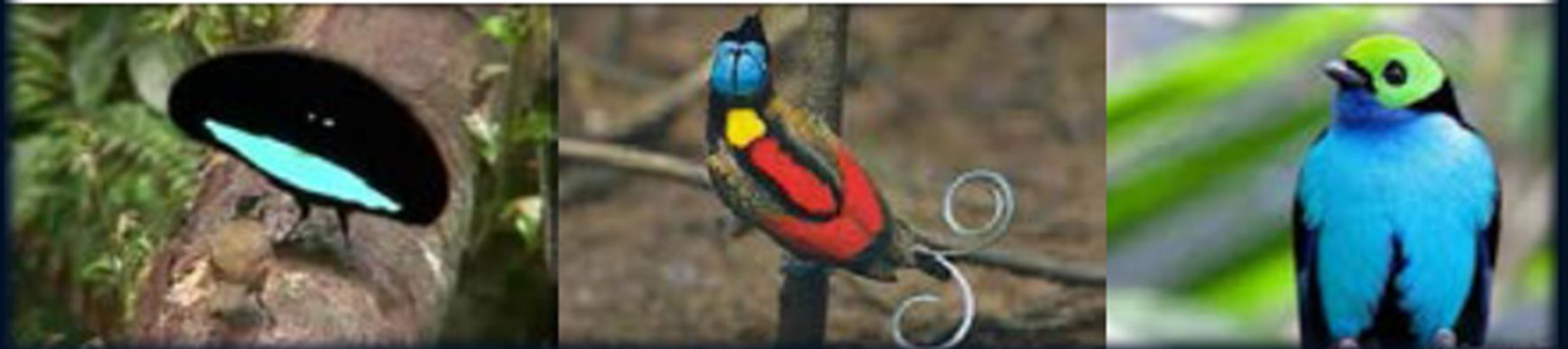




# Behavioural Ecology: BZ3061 BZ5061

Assessment redesign & student learning

Prof. Simon Robson  
College of Marine & Environmental Science



Source: PPT slide, Simon Robson, Blended Learning Special Interest Group Symposium. (2014).



OLD Understanding theory and practice	NEW Seeing the world through the eyes of a behavioral ecologist
<b>Interaction</b>	<b>Interaction</b>
Lecture	Lecture + excellent text
Weekly tutorials	Weekly field work
Group field research	
<b>Assessment</b>	<b>Assessment</b>
Tutorial performance	
Final exam	
	Demonstrating knowledge & knowledge improvement through <b>their own experiences</b>



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Source: PPT slide, Simon Robson, Blended Learning  
Special Interest Group Symposium. (2014).

## 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 1<sup>st</sup> ePortfolio



More sensitive gauge of  
student understanding than  
taking them to an exam

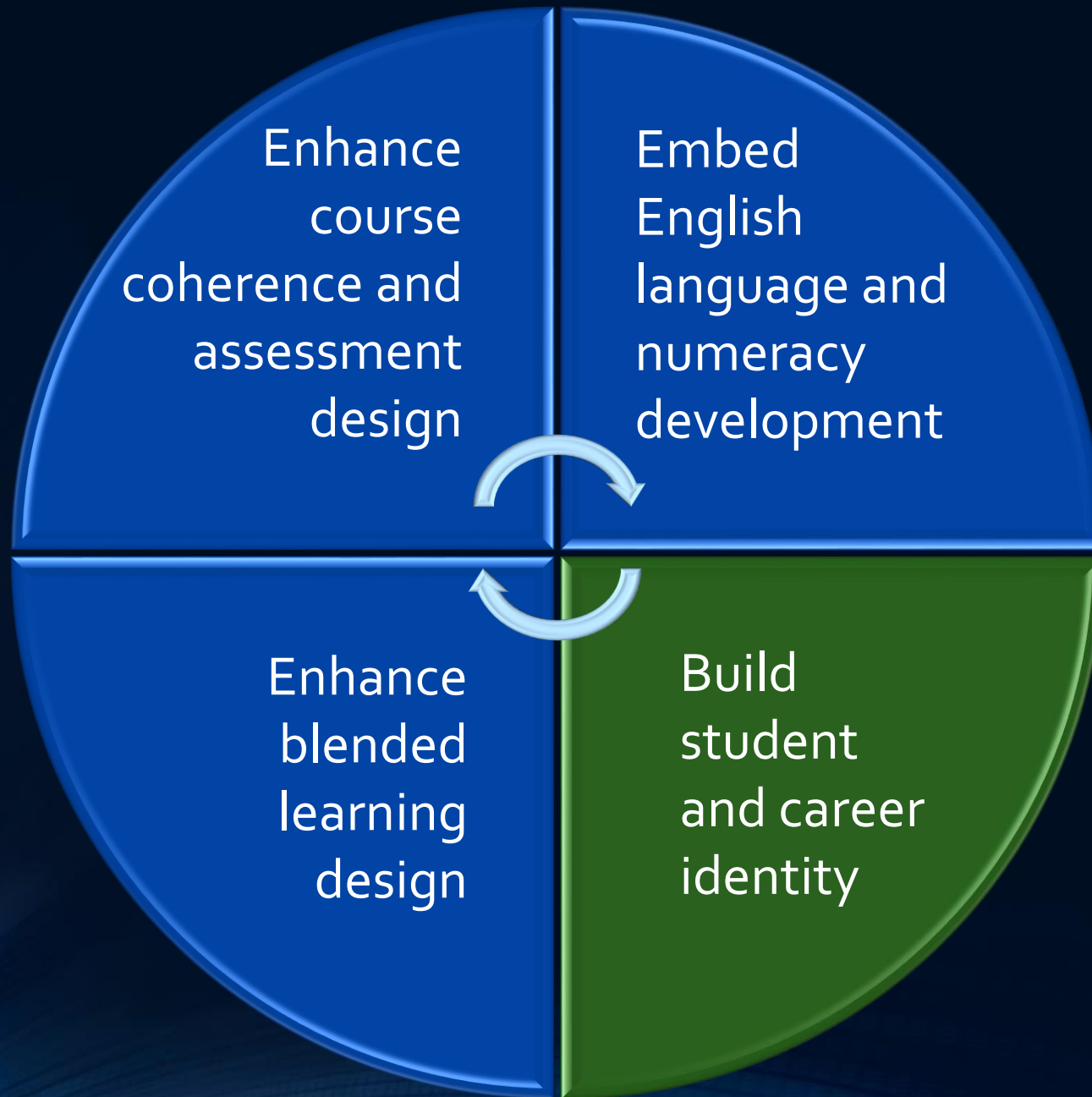


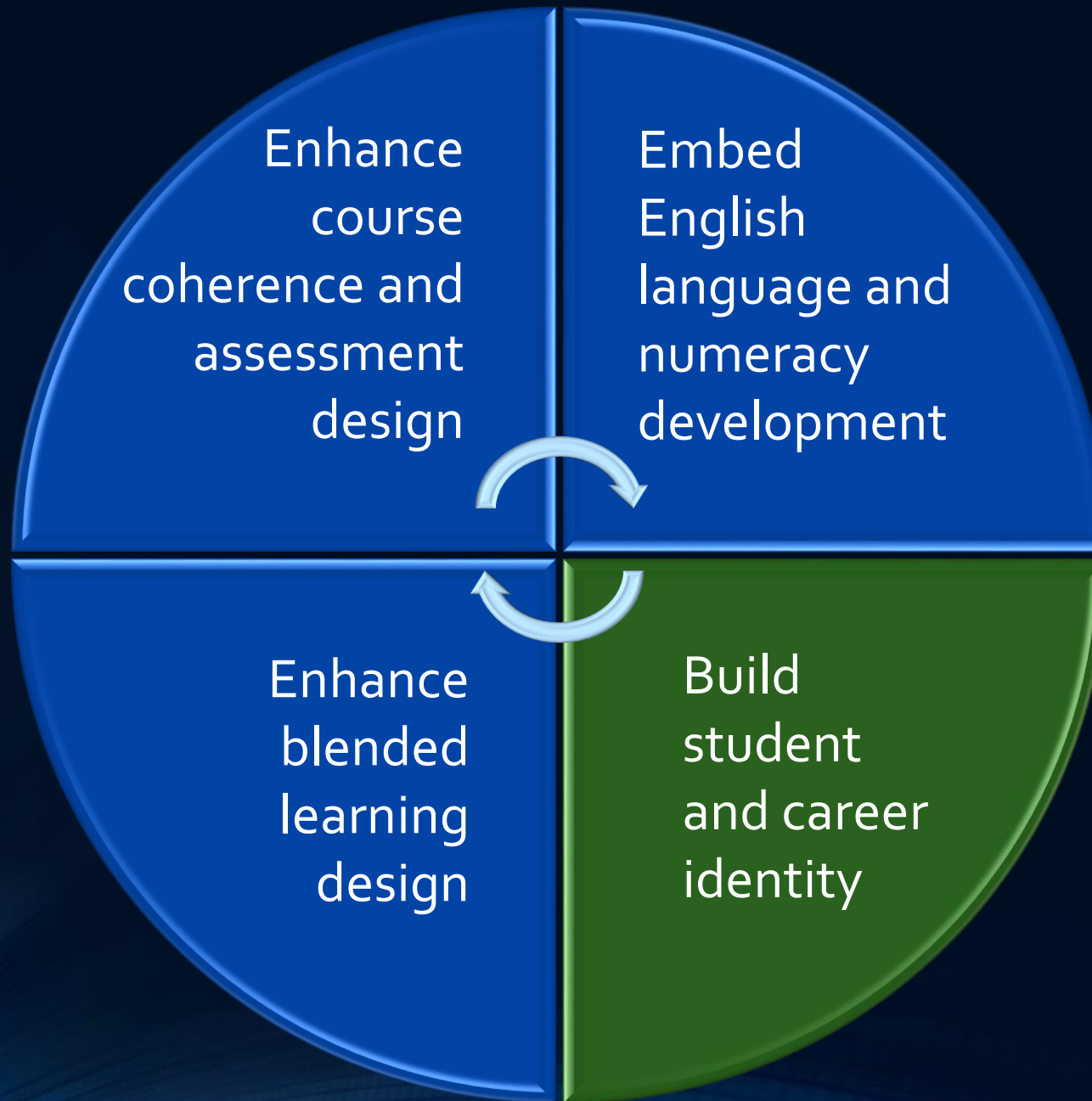
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- Detailed feedback on 1<sup>st</sup> ePortfolio

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.**

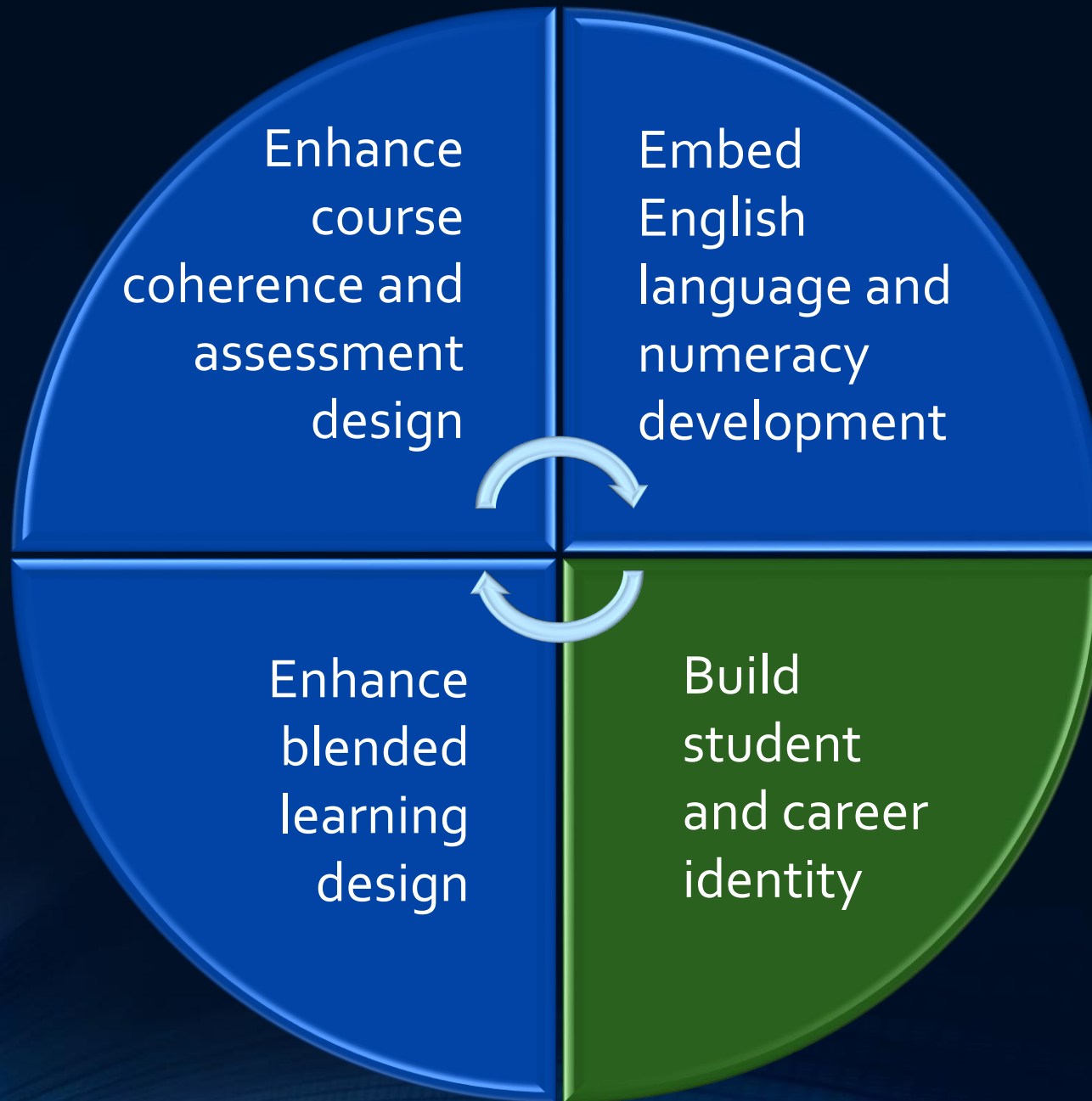






Work Integrated Learning can be subsumed under the broader notion of Career Development Learning (p. 26).

Smith, M., Brooks, S., Lichtenberg, A., McIlveen, P., Torjul, P., & Tyler, J. (2009). *Career development learning: Maximising the contribution of work-integrated learning to the student experience*. Australian Learning and Reaching Council Final Project Report. Retrieved from [http://www.nagcas.org.au/upload\\_s/file/ALTC%20Report%20July.pdf](http://www.nagcas.org.au/upload_s/file/ALTC%20Report%20July.pdf)



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).



# Professional Development Plan

Quality Assurance Program *QA*

Name: \_\_\_\_\_ Date Form Completed: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Planned Review Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Y M D Y M D

Item No. from Self- Assessment Tool	Learning Goal or Follow-up Action * <small>* indicate goals from last year's PD Plan</small>	Strategies and Timelines	Evidence of Progress (Include document title, date, and portfolio location as appropriate) Changes to goals/ strategies/timelines	Date Goal is Met	Future Goals or Plans
#	click to add/edit text	click to add/edit text	click to add/edit text	dd/mm/yy	click to add/edit text

Guidelines on continuing  
professional development



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

**OT4004 Advanced Professional Practice**

**Dr Jessie Wilson & Daniel Lowrie**

# 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

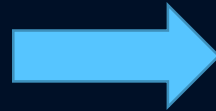
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# Second year

## Occupational profile and analysis and intervention planning

*OT2015 Physical and Cognitive-Neurological Determinants of Occupation*

- of elderly person (multiple sources)



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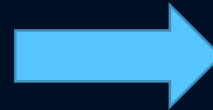
REFLECTIVE COMPONENTS: Learning is a continuous process grounded in experience and continually modified by experience (Smith et al., 2009, p. 29).

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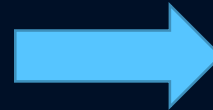
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### Occupational profile and analysis and intervention planning

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- of elderly person (multiple sources)



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.

## Whole of institution approach

<b>Professional practice</b> <ul style="list-style-type: none"> <li>Funded curriculum initiatives <ul style="list-style-type: none"> <li>HEPP initiatives</li> <li>JCU Learning and teaching grants</li> </ul> </li> </ul>	<b>Professional practice context</b> <ul style="list-style-type: none"> <li>Subject offerings <ul style="list-style-type: none"> <li>Internal, external, block, limited</li> <li>Townsville, Cairns, Brisbane, Singapore</li> </ul> </li> <li>Marking models and resourcing</li> </ul>
<b>Professional development and community</b> <ul style="list-style-type: none"> <li>Within colleges <ul style="list-style-type: none"> <li>Peer Review of Teaching (PRoT)</li> <li>Peer Assisted Teaching scheme (PATs)</li> </ul> </li> <li>Facilitated by LTSE <ul style="list-style-type: none"> <li>Assessment stream in the Professional Learning Series</li> <li>External guest speakers (including OLT Fellows)</li> <li>Fulltime and sessional staff induction</li> <li>Graduate Certificate of Education (Academic Practice)</li> </ul> </li> <li>Teaching and Learning Academy <ul style="list-style-type: none"> <li>Special Interest Groups (SIGs): First Year Experience; English Language and Numeracy; Assessment; Blended Learning; and WIL.</li> </ul> </li> </ul>	<b>Systems and data</b> <ul style="list-style-type: none"> <li>Management systems <ul style="list-style-type: none"> <li>Learning Management System (<i>Blackboard LearnJCU</i>)</li> <li>Student Management System (<i>TechnologyOne</i>)</li> <li>Curriculum Information Management System: Coursework Subjects Database (CSDB); online Course Handbook</li> </ul> </li> <li>Data <ul style="list-style-type: none"> <li>Blackboard Analytics</li> <li><i>Cognos</i></li> <li><i>YourJCU</i> Subject and Teaching Surveys</li> <li>Other surveys: University Experience Survey (UES); Course Experience Survey (CES)</li> <li>Student grades</li> <li>Retention and progress data</li> </ul> </li> </ul>
<b>Academic leadership and governance</b> <ul style="list-style-type: none"> <li>Leadership <ul style="list-style-type: none"> <li>DVC (Academic)</li> <li>Dean, LTSE</li> <li>Divisional Director Academic Quality &amp; Strategy</li> <li>ADLTs</li> <li>Course Coordinators</li> <li>Academic Developer - Assessment</li> </ul> </li> <li>Governance <ul style="list-style-type: none"> <li>Discipline/College Teaching and Learning Committees</li> <li>College Assessment Committees</li> <li>Divisional Boards of Studies</li> <li>Education Committee</li> <li>Academic Board</li> </ul> </li> </ul>	<b>Policy and planning</b> <ul style="list-style-type: none"> <li>Policy <ul style="list-style-type: none"> <li>Learning, Teaching and Assessment Policy [and Subject Outline Template]</li> <li>Assessment Integrity cluster</li> <li>English Language and Numeracy Policy</li> <li>Blended Learning Policy</li> <li>Student Experience of Learning and Teaching</li> </ul> </li> <li>Key documents <ul style="list-style-type: none"> <li>Statement of Strategic Intent</li> <li>University Plan, 2013–2017</li> <li>JCU Learning and Teaching Blueprint 2014–2016</li> <li>Access, Participation and Success Plan, 2015–2017</li> </ul> </li> </ul>
<b>Quality enhancement and assurance</b> <ul style="list-style-type: none"> <li>Internal processes <ul style="list-style-type: none"> <li>Course Performance Report</li> <li>Course Review Process</li> </ul> </li> <li>External processes <ul style="list-style-type: none"> <li>Benchmarking and peer review</li> <li>Professional accreditation/standards</li> <li>Australian Qualifications Framework</li> <li>Higher Education Standards Framework</li> <li>TEQSA audit</li> </ul> </li> </ul>	<b>Research</b> <ul style="list-style-type: none"> <li>Emanating from HEPP <ul style="list-style-type: none"> <li>Whole of institution and</li> <li>Discipline/case specific</li> </ul> </li> <li>OLT projects</li> </ul>

## Student survey:

To investigate impact on student understanding of task requirements, learning and engagement (JCU ethics approval H6029).



# Way forward: evidence based interventions

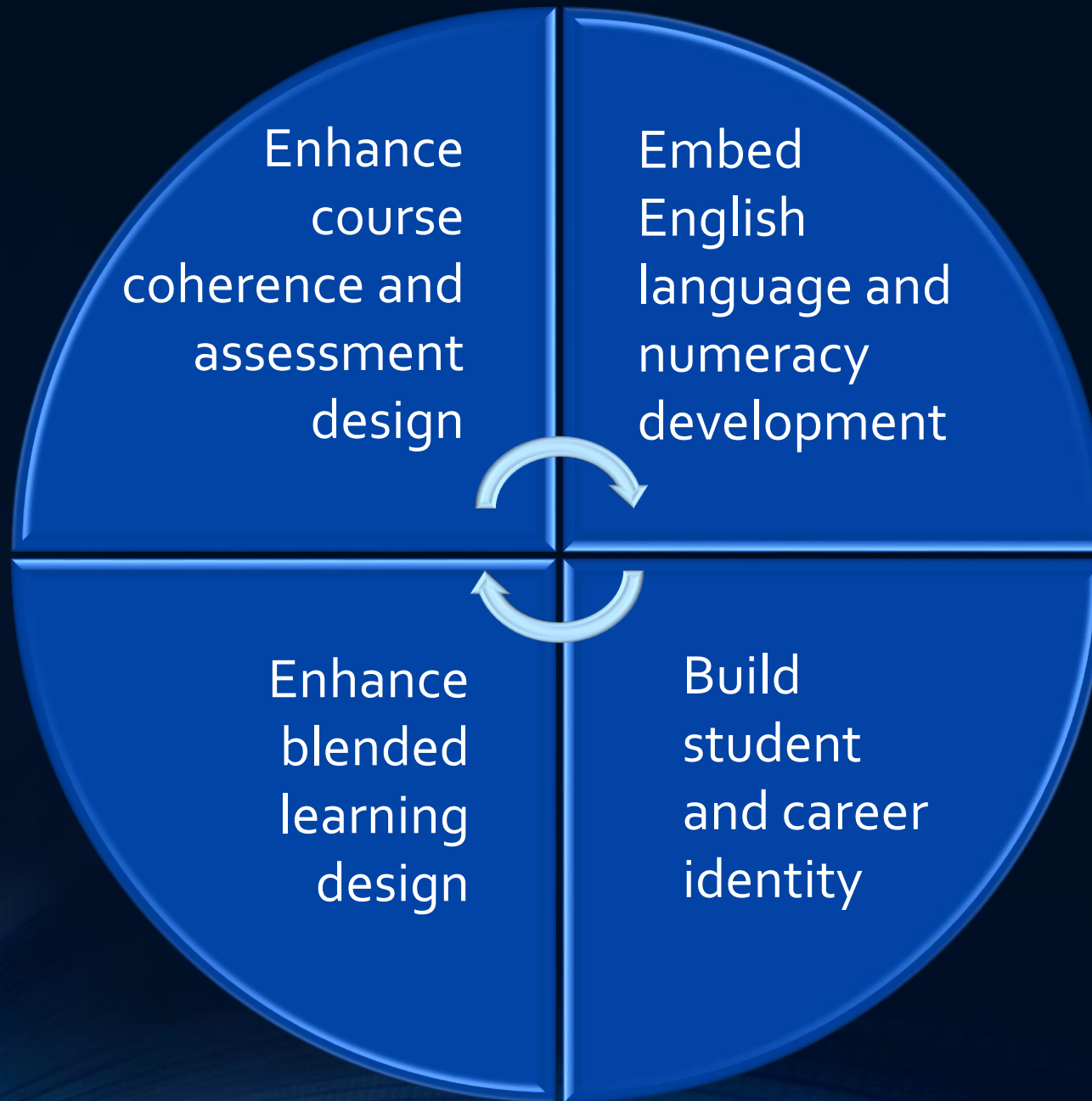
- Clearly articulated, theoretically justified base, that informed specific predictions about likely outcomes.
- An evaluative frame that would guide the collection of data to demonstrate that the predicted effects were observed in practice.

Nulty, D. (2014). Unpublished external evaluator's report.

## 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



EVOLVE

Ball, S., Bew, C., Bloxham, S., Brown S., Kleiman, P., May, H., et al. (2012). *A marked improvement: transforming assessment in higher education*. The Higher Education Academy. York, UK. Retrieved from <http://www.heacademy.ac.uk/resources/detail/assessment/a-marked-improvement>

Campbell, S. (2008, September). Assessment reform as a stimulus for quality improvement in university learning and teaching: An Australian case study. Outcomes of Higher Education: Quality, relevance and impact. OECD Programme on Institutional Management in Higher Education (IMHE), Paris, France.

Deneen, C., & Boud, D. (2014). Patterns and resistance in managing assessment change. *Assessment and Evaluation in Higher Education*, 39(5), 577-591.

Joughin, G., & Macdonald, R. (2004). A model of assessment in higher education institutions. The Higher Education Academy.

Joughin, G. & MacDonald, R. (2007, July). A model to support change in learning, teaching and assessment. In *Enhancing Higher Education, Theory and Scholarship, Proceedings of the 30th HERDSA Annual Conference [CD-ROM]*, Adelaide., Australia.

Macdonald, R., & G. Joughin. (2009). Changing Assessment in Higher Education: A Model in Support of Institution-wide Improvement. In G. Joughin (Ed.) *Assessment, Learning and Judgement in Higher Education* (pp. 193–213). Dordrecht: Springer. doi:10.1007/978-1-4020-8905-3\_11.

Probert. B. (2009, October). Improving teaching and learning: A systemic approach to institutional change. 'What Works Conference' on quality of teaching in Higher Education. OECD Programme on Institutional Management in Higher Education (IMHE). Istanbul Technical University, Istanbul, Turkey.