Collated

“Want to know more?”

documents
Want to know more?

Week 1: Welcome and introduction to the course
The role of evaluation and reflection for enhancing learning and teaching


Want to know more?

Week 1: Defining evaluation
What is evaluation?


This is a very reader-friendly and accessible basic text that introduces and summarises many of the complex and abstract concepts and approaches related to evaluation.
Want to know more?

Week 1: Defining evaluation
Evaluation in practice.

Faculty Focus online magazine:
http://www.facultyfocus.com/articles/teaching-professor-blog/defining-teaching-effectiveness/
Want to know more?

Week 1: Defining evaluation
What is evaluation: Evaluation in practice and what is evaluated

Want to know more?

Week 1: Defining evaluation
What is evaluation? : Models of evaluation


Want to know more?

Week 1: Defining evaluation
Introduction to reflective practice: Reflection and evaluation


http://www.apjce.org/files/APJCE_11_3_137_152.pdf


There are a series of videos on reflection for learning that you may want to view depending upon your disciplinary and contextual interests:

Reflection for Learning:

- Debriefing
- How do you assess reflection?
- Methods of reflecting
- Planning for reflection in learning and teaching
- What does reflection mean to you?
- Why do you use/teach reflection?
- The student perspective: What is reflection?
- The student perspective: What are the benefits?
- The student perspective: How do you reflect?
- The student perspective: Challenges of reflective practice
- Discipline Case Study: Science (Dr K-Lynn Smith)
- Discipline case study: Museum studies (Dr Theresa Winchester-Seeto)
- Discipline case study: Marketing (Dr Chris Baumann)
- Discipline case study: Adaptive management (Dr Greg Walkerden)
Want to know more?

Week 1: Defining evaluation
Introduction to reflective practice: Video annotation


A series of videos of the key presenters at the 2016 THE World Academic Summit raise many of the contemporary and contentious issues existing across the international higher education sector today.

Harding, S. (2014). A crucial time in higher education in Australia. (17:54). Former Chair of Universities Australia. Sandra Harding, says universities across Australia have a consensus position on higher education reform. She also says this is the most important time for higher education for the past thirty years and argues for fee deregulation.

Introduction to Enhancing Learning and Teaching in Higher Education

UNSW SYDNEY

Want to know more?

Week 2: Sources of feedback for enhancing learning and teaching

Introduction and key concepts: Sources of feedback - the four lenses: Stage 2

Like yourself, many university teachers undertake a program in university learning and teaching, similar to this one. Often they are overwhelmed by the terminology used and the literature. The following accounts of the four lenses have been selected as they are accessible and short, providing an initial engagement with Brookfield's theories and ideas.


The following information is gathered from,


Evidence for the facilitation of student learning

- Record in faculty/school/educational institution workload systems of teaching activities
- Course (subject/unit) outlines/guides indicating your involvement in the courses (subjects/units)
- Description of how teaching activities and associated resources facilitate students’ achievement of the learning outcomes
- Online course sites or websites where the teaching activity takes place
- Assessment tasks, rubrics and feedback to students
- Evaluative reports on teaching, based on student evaluation surveys (CATEI/myExperience - UNSW specific) or other data
- Feedback to students explaining what you have changed in your teaching/educational context in response to any evaluations

Evidence for the development, review or revision of curricula and/or learning and teaching resources

- Documentation of the program, course (subject/unit) or learning sequence that has been developed, which clearly articulates the purpose (goals/aims), desired learning outcomes, content, and approaches to teaching, assessment and feedback
• Any learning or teaching resources developed for use in the program, course (subject/unit) or learning sequence
• Copies of student evaluation survey (CATEI/myExperience “course” data, Course Experience Questionnaire data), or any other evaluative data regarding the quality and effectiveness of students’ experience of the program, course (subject/unit) or learning sequence that you developed, and changes that have been made as a result
• Evaluative feedback from peers and changes that have been made as a result
• Evaluative reports on the program, course (subject/unit) or learning sequence for which the staff member is responsible
• Revised documentation for the program, course (subject/unit) or learning sequence evaluated
• Feedback to students explaining what changes you have made to the program, course (subject/unit) or learning sequence in response to any evaluations

Evidence of scholarship of learning and teaching
• References to the learning and teaching literature in describing your educational context
• Plan for a learning and teaching development project
• Application for internal or external funding to support a learning and teaching development project
• Report on a learning and teaching development project
• Self-reflection on how teaching and curriculum design have been influenced by theory and the success of initiatives
• Publications stemming from a learning and teaching development project

Evidence of professional development
• Completion of one or more courses in the area of learning and teaching in Higher Education (University)
• Evidence of participation in at least 10 hours of professional development programs and activities related to enhancing knowledge and/or skills in learning and teaching
• Evidence of having been mentored into a leadership or management role associated with learning and teaching

Evidence of leadership and management of learning and teaching
• Evidence of having met the faculty's/school/educational context’s administrative requirements for the implementation of a program or course (subject/unit)
• Evidence of active management/coordination of staff and resources in the planning, implementation and review of teaching programs, courses (subjects/units), resources or environments (physical, virtual or organisational)
• Evidence of active leadership of staff in the definition, development and review of programs, courses (subjects/courses), resources or environments (physical, virtual or organisational)
• Evidence of how innovations in your own practice may have influenced changes in others’ practice
• Evidence of active supervision, mentoring and support of staff with learning and teaching responsibilities
• Evidence of having fulfilled the responsibilities of a leadership role in learning and teaching.
Want to know more?

Week 3: Evaluating the student experience
Introduction to week and the student experience: Factors affecting the student experience


Want to know more?

Week 3: Evaluating the student experience
Ways of measuring Student Experience: Student evaluation surveys


Some examples of the range of student surveys currently in use include:

<table>
<thead>
<tr>
<th>Survey</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CATEI</strong></td>
<td>Course and Teaching Evaluation and Improvement (specific to UNSW).</td>
</tr>
<tr>
<td></td>
<td>This survey is being replaced with the myExperience survey.</td>
</tr>
<tr>
<td><strong>myExperience</strong></td>
<td>Newely developed online survey specific to UNSW. There are two sets of questions – course questions and teacher questions.</td>
</tr>
<tr>
<td><strong>AUSSE</strong></td>
<td>Australasian Survey of Student Engagement - focuses on student engagement with their learning by incorporating the Student Engagement Questionnaire (SEQ). Has been used in nearly all Australian universities. The postgraduate version is the POSSE - Postgraduate Survey of Student Engagement. The SSEQ - Staff Student Engagement Questionnaire, measure all of these areas from a staff perspective.</td>
</tr>
<tr>
<td><strong>SES</strong></td>
<td>Student Experience Survey (formerly called the University Experience Survey - UES) and GOS, Graduate Outcomes Survey Surveys undergraduate students across Australia.</td>
</tr>
<tr>
<td><strong>QILT</strong></td>
<td>Quality Indicators for Learning and Teaching</td>
</tr>
<tr>
<td><strong>NSS</strong></td>
<td>National Student Survey UK</td>
</tr>
<tr>
<td>PRES/PTES</td>
<td>Postgraduate Research/Taught Experience Survey UK</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>ISB</td>
<td>International Student Barometer</td>
</tr>
</tbody>
</table>
Want to know more?

Week 3: Evaluating the student experience
Ways of measuring Student Experience: Surveys and controversies


Want to know more?

Week 3: Evaluating the student experience
Ways of measuring Student Experience: UNSW Staff Footage


Want to know more?

Week 4: Your mini-evaluation
Introduction to your mini-evaluation task: Select an appropriate methodology and develop your evaluation plan

How to do peer review. Website of resources developed as part of a National Office for Learning and Teaching project.
Want to know more?

Week 4: Your mini-evaluation
Ways of measuring Student Experience: Sharing the outcomes of evaluation


Want to know more?

Week 5: The broader context
Introduction and the broader context: What is enhancement of learning and teaching?

Want to know more?

Week 2: Sources of feedback for enhancing learning and teaching

Introduction and key concepts: Sources of feedback - the four lenses: Stage 2

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Week 5: The broader context
Introduction and the broader context: Enhancing quality: at the macro level


Tertiary Education Quality and Standards Agency (TEQSA)
- TEQSA QA framework (download paper)
- OECD report reviewing Quality Teaching in HE (download paper)

European Commission. The Bologna Process and the European Higher Education Area
http://ec.europa.eu/education/policy/higher-education/bologna-process_en

European Commission. European Credit Transfer and Accumulation System (ECTS)
http://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en

UKPSF document
https://www.heacademy.ac.uk/ukpsf

TEF (Teaching Excellence Framework UK)
http://www.hefce.ac.uk/lt/tef/
Want to know more?

Week 5: The broader context
Introduction and the broader context: Enhancing quality: at the macro level

Using surveys and polls to gauge student feedback and evaluate FULT
Catherine Zhao
Lorenzo Vigentini

The FULT evaluation surveys aim to:
- gauge feedback from the participants about their needs/expectations
- determine the worth of participants’ learning experience
- evaluate the overall effectiveness of the program
- explore the impact of changes triggered by the program and plan for future training needs.

The survey design has been informed by both on-campus end-of-semester evaluations as well as surveys used in MOOCs by UNSW.

Opportunities to collect data from surveys are presented over the lifespan of the program:
1. pre-course
2. post-course
3. interim
4. 6-months after

However, one of the key aims of the design is not to over-survey participants while collecting a range of details that will provide a rich background to evaluate the learners’ experiences.

To achieve this the surveys are designed to minimise the number of questions presented and take the multiple opportunities to survey participants with different purposes.

Questions have been organised in thematic blocks described below. The structure and final length of each survey is determined by:

1. learners’ participation in the program
2. what they have already done. For example, the same set of questions will be shown to participants who access the survey for the first time; when they select the pre-course link in the second course, if they already completed it once, they will receive a different set of questions with relevance for the individual course.
The list below provides the overview of the thematic blocks which can be categorised under four categories:

A. Characterise the learner before they start
   1. Demographic background (e.g. language, gender, age, UNSW/non-UNSW);
   2. Motivation (incl. reasons)/Goals
   3. Technology orientation (i.e. are they techie in their general life?)
   4. Confidence with aspects of teaching
   5. Prior experience of online learning & teaching
   6. Mode of access
   7. Preferred ways of learning

B. Learners’ perceptions of the course quality and effectiveness
   1. Current teaching load
   2. Satisfaction with aspects of the course
   3. Experience with certain technologies embedded throughout the course (e.g. the video annotation tool)
   4. Experience with assessment (e.g. e-portfolio)
   5. Engagement with content
   6. Satisfaction with content and design
   7. Meeting expectations
   8. Mode of access
   9. Purchase of statements/certificates
   10. Recommendation

C. Impact of the courses/program, capturing any change in participants’ confidence and in respect to their practice (facilitated by the courses/program)
   1. Current teaching load
   2. Changes made to course/FULT effectiveness
   3. Technology orientation
   4. Confidence with aspects of teaching

D. Overall satisfaction and evaluation of worth of the course at different time points.
   1. Overall satisfaction, and
   2. The worth of taking part in the course.