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Effective pedagogical practices in higher education: A pragmatic research-informed framework for implementation

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Project 'Emphasis on developing and upgrading of competences for academic teaching - Educa-T' Peer Learning Activity on assessment of learning outcomes and educating the educators

Faculty of Humanities and Social Sciences, University of Rijeka
Croatia
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Ministry of Science and Education

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Higher Education Academy

Engaged student learning

High-impact strategies to enhance student achievement

Professor Carol Evans, Professor Daniel Muijs and Dr Michael Tomlinson

University of Southampton

https://www.heacademy.ac.uk/resource/engaged-student-learning-high-impact-strategies-enhance-student-achievement

Enacting High Impact Pedagogies

Beliefs

Trust

Responsibility
Boundaries

Key Themes in Effective Designs

Relevance

Real life examples

Connecting with communities within and beyond HE

Connectionist

Design of Assessment: The long game

Agency

Use of guided discovery and experiences

Universal Design stance

Ensuring accessibility of assessment

Negotiated choice

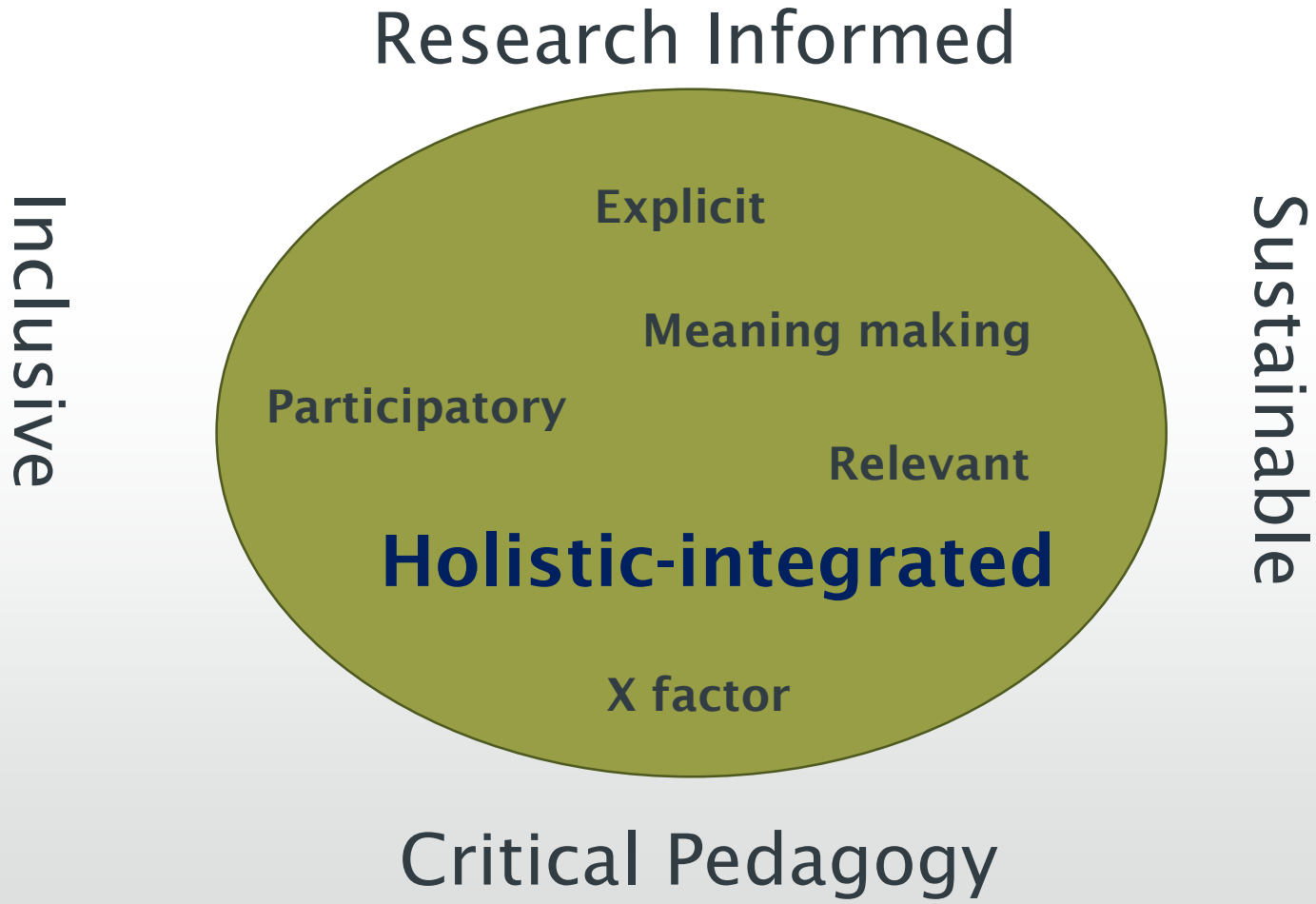
Partnership

Bringing the outside in

Engaging students in assessment design

Supporting students' development & navigation of learning environments : student role in the assessment process?

High Impact Pedagogies Dimensions



‘We must find ways to stimulate and scale change across institutions - as well as to sustain those changes - if we are to create models that serve the expanding needs of our learners . . .

[This leads to the core question of] **where should we put strategic and sustainable efforts to improve uneven performance and variable outcomes**’. (Ward, 2013)

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Starting with Assessment…..

Initiated at Southampton and based on ‘Making sense of assessment feedback in higher education’ (Evans, 2013)

http://journals.sagepub.com/doi/abs/10.3102/0034654312474350

Researching Assessment Practices (RAP) Team and the EAT Framework were developed

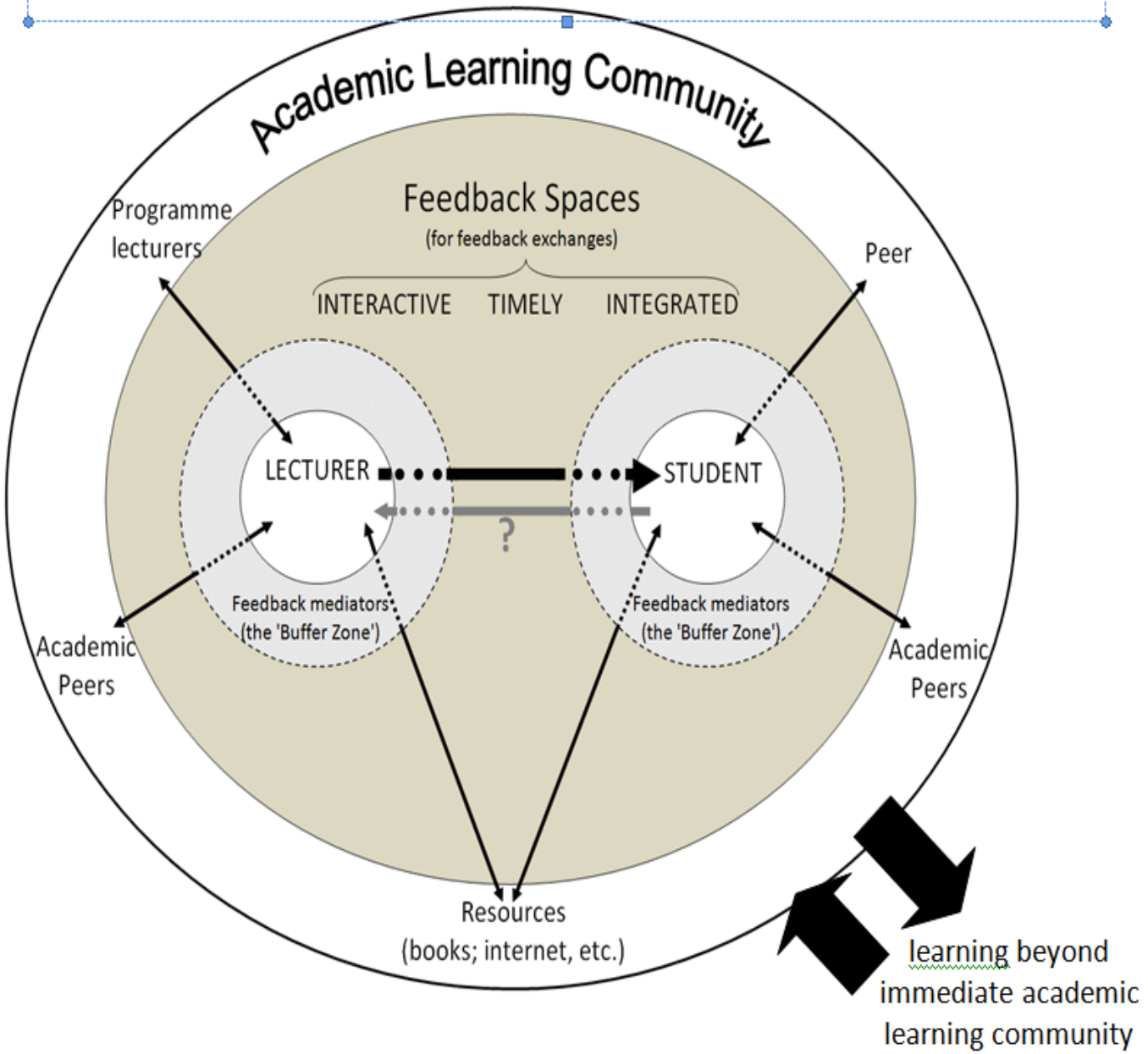
The Feedback Landscape

Student and Lecturer feedback mediators:

1. Ability/intelligence/levels of understanding of academic content and process;
2. Personality;
3. Gender;
4. Culture / ethnicity;
5. Social and cultural capital;
6. Previous experiences of learning and schema;
7. Attributions/motivation/self-efficacy /resilience;
8. Perceived relevance of the task / support;
9. Ability to navigate the learning communities and filter relevant information;
10. Beliefs about learning and expectations of the learning environment;
11. Cognitive styles / approaches to learning;
12. Perceived role(s) within the academic learning communities.

Lecturer (only) feedback mediators:

13. Awareness of other contexts students are working in;
14. Alignment with other modules;
15. Knowledge of student and level of adaptation / affordances.

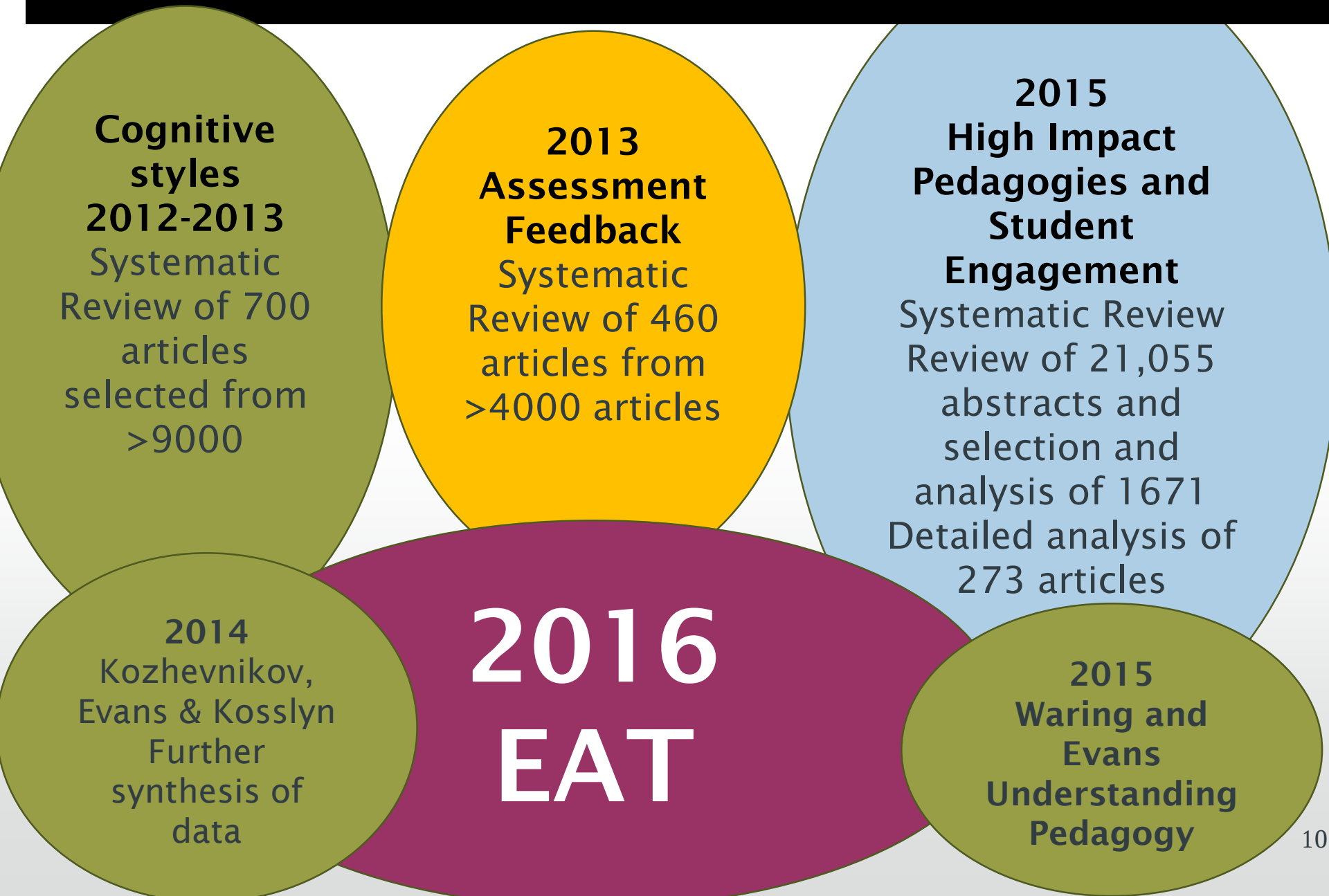


Self-Regulatory Approach

The key aim of assessment feedback should be to support students to become more **self-regulatory** in managing their own learning as part of sustainable assessment practice; a focus on three core areas is recommended:

Assessment Literacy
Assessment Feedback
Assessment Design

The literature base informing EAT



Personal Learning Styles Pedagogy

Beliefs and Values

Use of appropriate tools to support learning

Optimising conditions for learning/ sensitivity to learner context

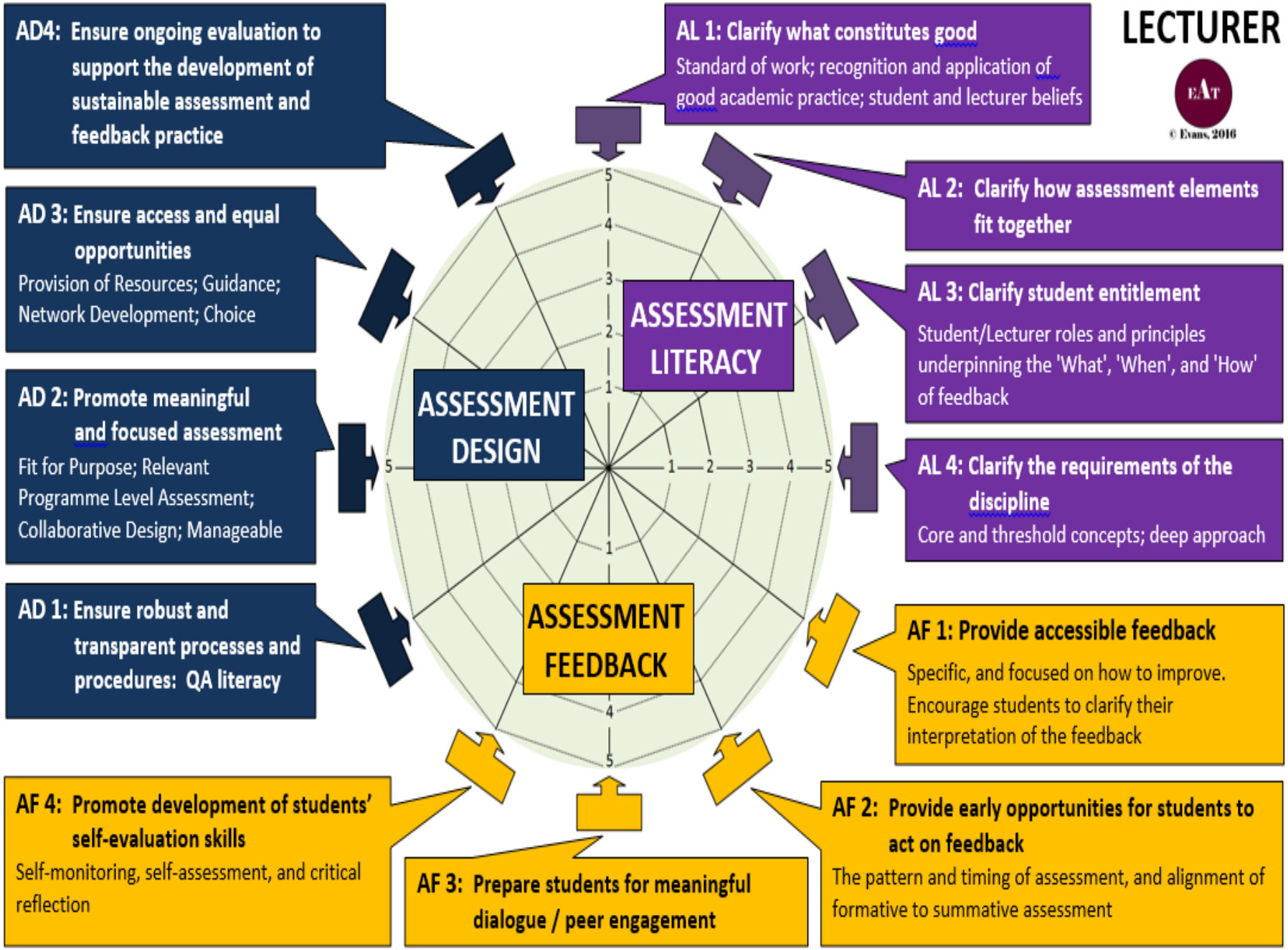
Design of learning environments to maximize self-regulatory development

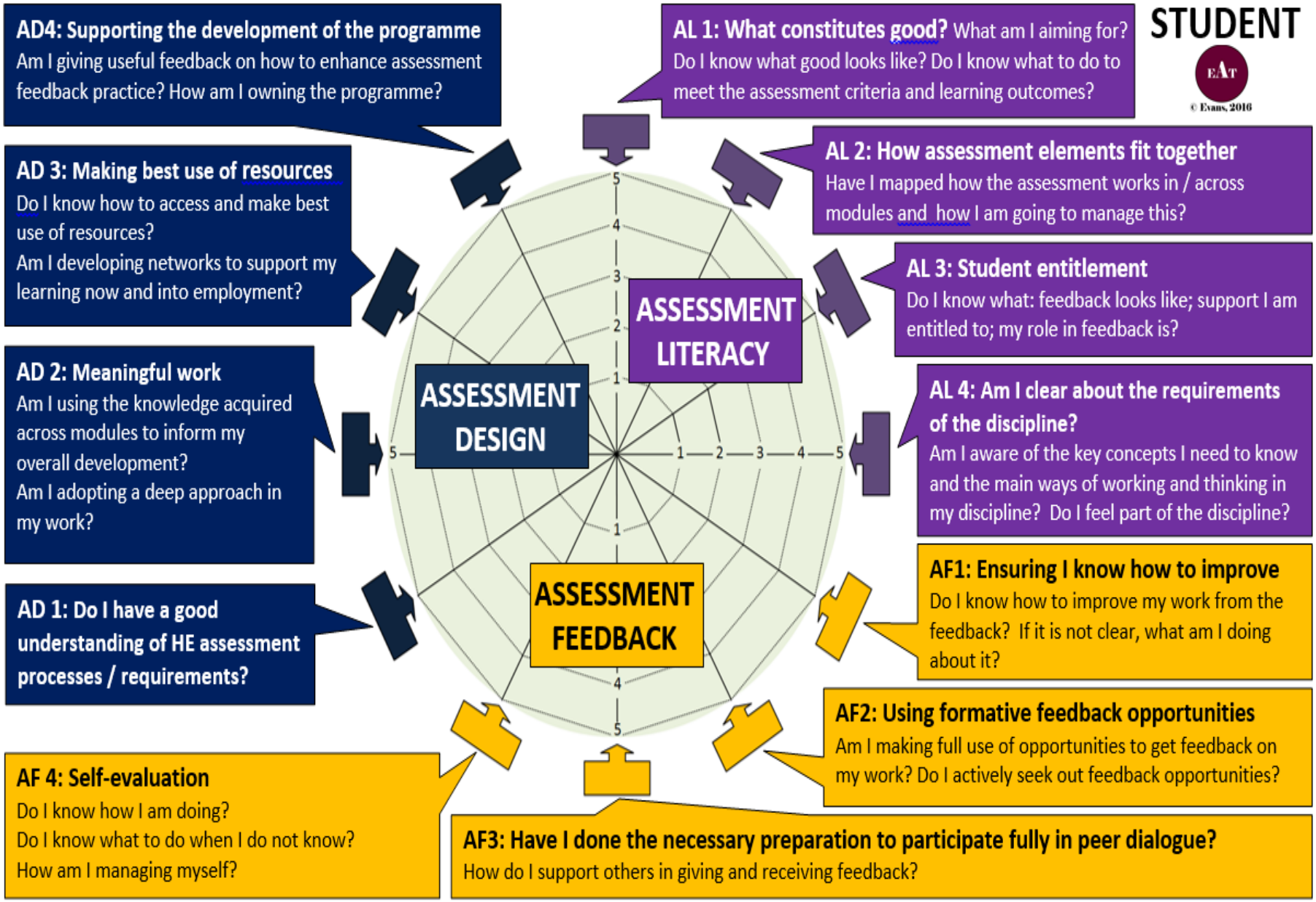
Supporting leaner autonomy: choices in learning / student voice

(Waring and Evans, 2015)

Principles Underpinning the Framework

- Curriculum Design needs to start with a consideration of assessment
- **Inclusive** – we need to constantly explore whether any learner is being excluded from assessment – universal design perspective crucial
- Assessment needs to be **meaningful.**
- Communication essential in developing **shared beliefs and values**.
- **Agency** of staff and students critical
- **Sensitivity to context** –consideration of individual and contextual variables
- Understanding of **self-regulation constructs** and how to support development of them through pedagogy
- **Sustainable** from pedagogical and efficiency perspectives


LECTURER
© Evans, 2016
AD4: Ensure ongoing evaluation to support the development of sustainable assessment and feedback practice
AL 1: Clarify what constitutes good
Standard of work; recognition and application of good academic practice; student and lecturer beliefs
AD 3: Ensure access and equal opportunities
Provision of Resources; Guidance; Network Development; Choice
AL 2: Clarify how assessment elements fit together
AL 3: Clarify student entitlement
Student/Lecturer roles and principles underpinning the 'What', 'When', and 'How' of feedback
ASSESSMENT LITERACY
ASSESSMENT DESIGN
AD 2: Promote meaningful and focused assessment
Fit for Purpose; Relevant Programme Level Assessment; Collaborative Design; Manageable
AL 4: Clarify the requirements of the discipline
Core and threshold concepts; deep approach
AD 1: Ensure robust and transparent processes and procedures: QA literacy
ASSESSMENT FEEDBACK
AF 1: Provide accessible feedback
Specific, and focused on how to improve. Encourage students to clarify their interpretation of the feedback
AF 4: Promote development of students' self-evaluation skills
Self-monitoring, self-assessment, and critical reflection
AF 3: Prepare students for meaningful dialogue / peer engagement
AF 2: Provide early opportunities for students to act on feedback
The pattern and timing of assessment, and alignment of formative to summative assessment


STUDENT
EAT
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AD4: Supporting the development of the programme
Am I giving useful feedback on how to enhance assessment feedback practice? How am I owning the programme?
AL 1: What constitutes good? What am I aiming for?
Do I know what good looks like? Do I know what to do to meet the assessment criteria and learning outcomes?
AD 3: Making best use of resources
Do I know how to access and make best use of resources?
Am I developing networks to support my learning now and into employment?
AL 2: How assessment elements fit together
Have I mapped how the assessment works in / across modules and how I am going to manage this?
AL 3: Student entitlement
Do I know what: feedback looks like; support I am entitled to; my role in feedback is?
AD 2: Meaningful work
Am I using the knowledge acquired across modules to inform my overall development?
Am I adopting a deep approach in my work?
AL 4: Am I clear about the requirements of the discipline?
Am I aware of the key concepts I need to know and the main ways of working and thinking in my discipline? Do I feel part of the discipline?
ASSESSMENT LITERACY
ASSESSMENT DESIGN
ASSESSMENT FEEDBACK
AD 1: Do I have a good understanding of HE assessment processes / requirements?
AF1: Ensuring I know how to improve
Do I know how to improve my work from the feedback? If it is not clear, what am I doing about it?
AF2: Using formative feedback opportunities
Am I making full use of opportunities to get feedback on my work? Do I actively seek out feedback opportunities?
AF 4: Self-evaluation
Do I know how I am doing?
Do I know what to do when I do not know?
How am I managing myself?
AF3: Have I done the necessary preparation to participate fully in peer dialogue?
How do I support others in giving and receiving feedback?

Key issues in scaling up

1. Clear **rationale and goals**
2. Clarity about the **essential elements** of the initiative
3. **Shared understandings** of what constitutes good
4. **Alignment with institutional priorities and structures**
5. Building a **strong Community of Practice** with shared ownership of the initiative – being prepared to hand the idea over…
6. **Reward** https://www.heacademy.ac.uk/ukpsf
7. **Measuring what is valuable**

Quality of Pedagogy and Efficiency: Do they mix?

Challenges

Constraints of the assessment machinery: to what extent does the curriculum enable student and staff engagement in assessment practices?

Manageability

Measuring fine grained measures of learning gain

Understanding of education research methodology

Dealing with potentially contentious issues e.g. student entitlement

Buy-in - consistency

Short and longer term game as part of sustainability

Questions

Is assessment designed to progressively measure learning gains?

How are teams working together to ensure coherence and consistency of assessment practice across a programme?

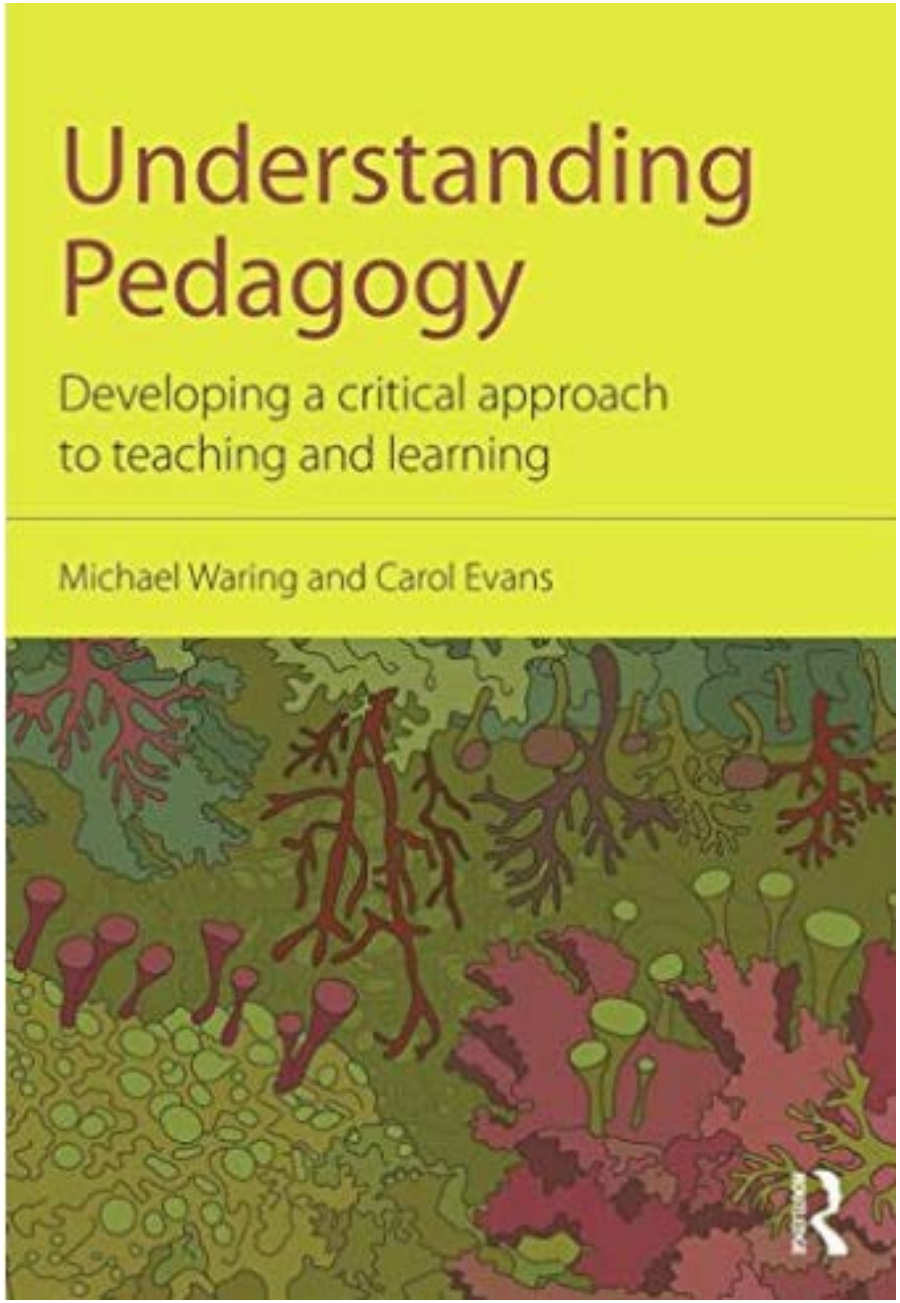
Does assessment allow students to participate in meaningful ways?

Does assessment encourage students to adopt a deep approach where necessary?

Are the learning outcomes relevant to current needs?

How is data being used in an on-going basis to support the development of assessment practices?

How are we using data analytics critically and ethically?



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http://www.amazon.co.uk/Understanding-Pedagogy-Developing-critical-approach/dp/041557174X

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Thank you for listening. For the EAT resources contact

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