



FE Colleges CPD Event

Centre for Higher Education Research and Practice

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ulster.ac.uk

The nature of higher education: scholarly informed teaching

Why Scholarly Practice?

“In framing their own working definitions of scholarship/scholarly activity ... [applicants for all degree awarding powers]... should reflect on the purposes of such activity. Internally, this would include impact on the curriculum, the quality of the learning opportunities provided for students, and the student experience of higher education.” (QAA 2013, p. 6)

“For the students who are the professionals of the future, developing the ability to investigate problems, make judgments on the basis of sound evidence, take decisions on a rational basis, and understand what they are doing and why is vital. Research and inquiry is not just for those who choose to pursue an academic career. It is central to professional life in the twenty-first century.” (Brew 2007, p. 7)

Opportunities in CBHE for Scholarly HE

“All undergraduate students in all higher education institutions should experience learning through, and about, research and inquiry” (Healey and Jenkins 2009, p. 3).

“Encourage and enable students to learn in ways that parallel or reflect the ways academic staff themselves approach research and learn in their disciplines or professional area” (Healey and Jenkins 2009, p. 28)

https://www.heacademy.ac.uk/system/files/resources/developing_research-based_curricula_in_cbhe_14.pdf

Benefits of research-led teaching

- Deeper understanding of the knowledge bases of the disciplines and professions which they are studying, including research methods, and the research challenges and issues these disciplines and professions currently face.
- Development of intellectual capabilities, enhancement of their skills for employment, and expansion of their capacity for lifelong learning.
- Experience of independent research and inquiry – with benefits for employers and future study options.
- Enhanced engagement in their studies and development of their capacity for independent learning.

(Teaching-Research Nexus, 2009)

Linking Research and Learning

1. Learning about others' research
2. Learning to do research – research methods
3. Learning in research mode – enquiry based
4. Pedagogic research – enquiring and reflecting on learning
Healey and Jenkins (2012)

The nature of student research & inquiry

(Healey & Jenkins, 2009; Healey, 2005, p.70)

STUDENTS ARE PARTICIPANTS

Research-tutored



Research-based



EMPHASIS
ON RESEARCH
CONTENT

EMPHASIS ON
RESEARCH
PROCESSES
& PROBLEMS



Research-led



Research-oriented

STUDENTS FREQUENTLY ARE AN AUDIENCE

Strategies for Engaging Students with Research and Enquiry

1. Developing students' understanding of the role of research and inquiry in their discipline
2. Develop students' abilities to carry out research
3. Progressively develop students' understanding of research
4. Manage students' experience of research

Some principles of module and assessment design

Ulster University – Curriculum Design Principles

- 20 credit framework
- Up to 4 learning outcomes per module
- Up to 2 items of assessment per module

Structuring your outcomes

- Outcomes comprise:
- An active **verb**
- An **object** of the verb
- A qualifying phrase providing **context**

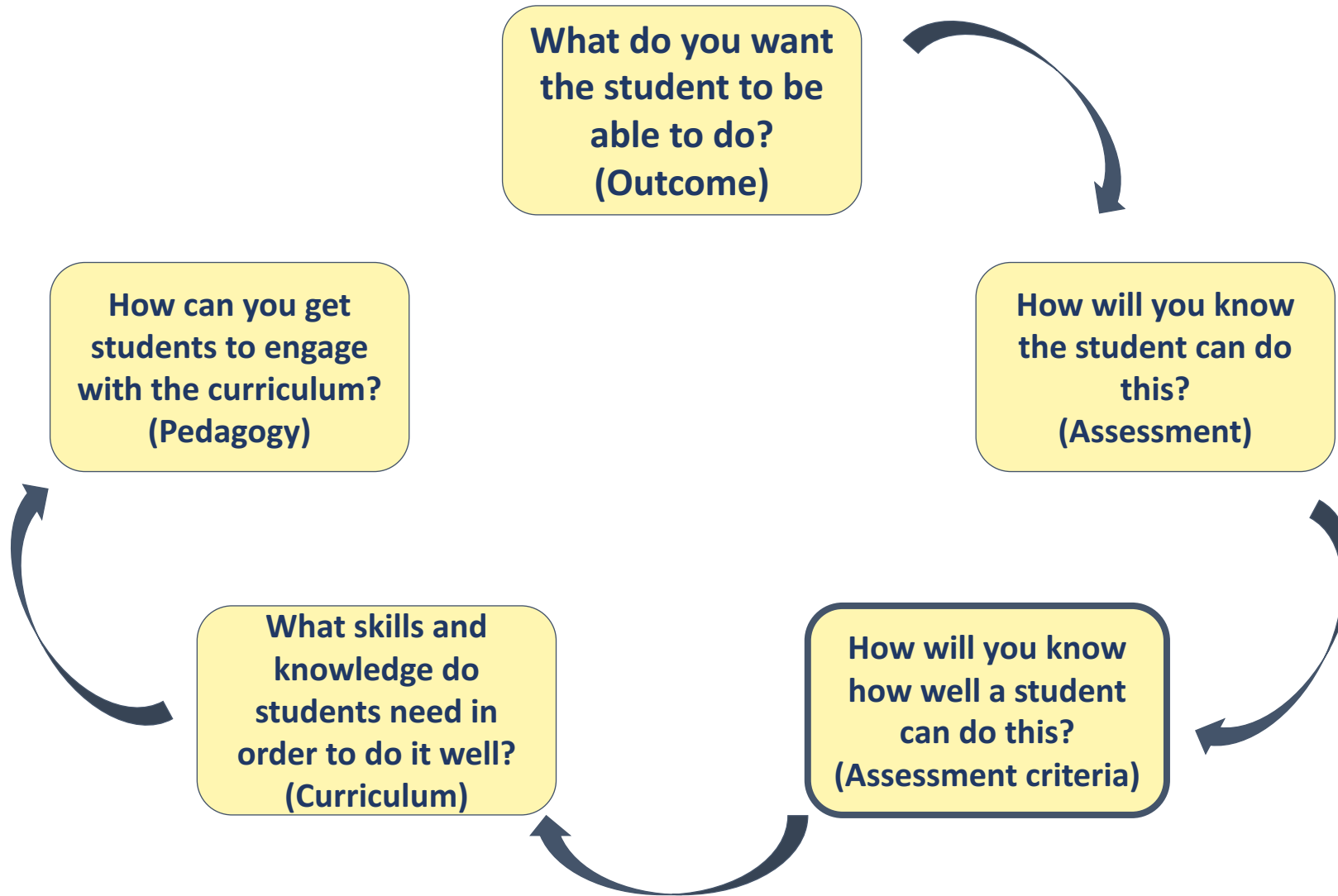
e.g.

On successful completion of the module, you will be able to :

(active verb) **Examine critically**

(object) **theoretical frameworks and research**

(context) **relevant to neonatal development**



Constructively aligned module design

The importance of the wording of your learning outcomes:

- Without a well-worded learning outcome, it can be harder to constructively align your module:
- **‘By the end of this module, you will have developed an awareness of career possibilities in Sociology’.**
- Any issues with the wording of this ?

How measurable is it?

- ‘By the end of this module, a successful student will have developed an awareness of career possibilities in Sociology’.

- ‘By the end of this module, you will be able to review potential career possibilities within the discipline of sociology’.



More easily measured?

Easier to define the ‘level’ of understanding?

Aligning Assessment

LO – able to design engine components that conform to predetermined criteria



Assessment – 3000 word essay

Is this the best way to measure the LO?

Assessment – draft a proposal to meet a client's specification including a design rationale with technical drawings and measurements

A more authentic assessment method?

Formative Opportunities?

Outcomes	Assessment item	Elements (of item)
LO2 (knowledge)	1 'Portfolio' item (100%)	Group Presentation (50%) & Reflective account on role within group (50%)
LO2 (presenting)		
LO3 (teamwork)		
LO4 (reflection)		

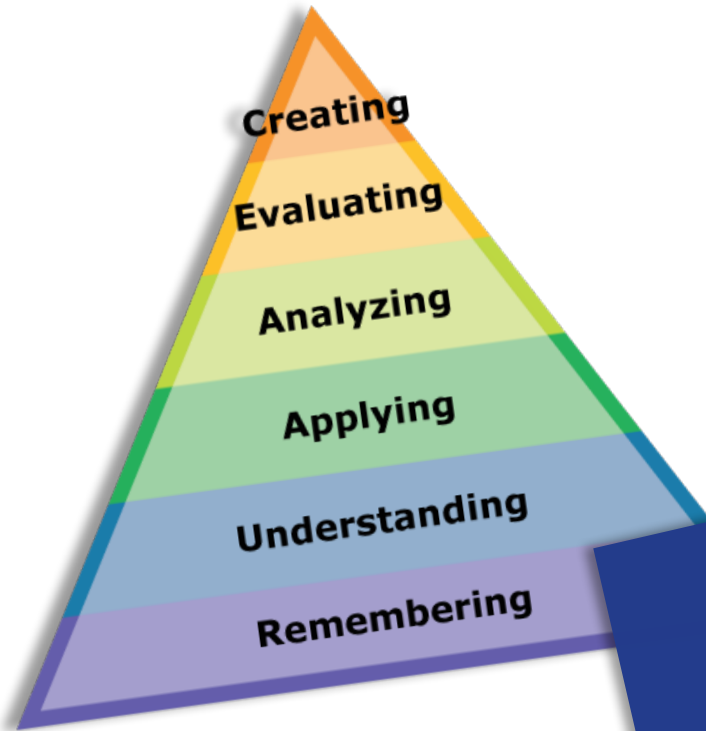
} Linked elements
that assess the
same outcomes

Assessment Criteria

- Detailed descriptions of what the learner is expected to do in order to demonstrate that learning outcomes have been achieved.
- Transparent guide for students and markers
- LO's set at threshold level of achievement – 40%

Activity coming up...

'Levelness'



Bloom's
Taxonomy



SOLO taxonomy



SEEC Level
Descriptors

Drawing from SEEC descriptors:

Statements relating to **critical thinking (cognitive skills)**:

Level 4	Identifies principles and concepts underlying theoretical frameworks and begins to identify their strengths and weaknesses
Level 5	Identifies, analyses and communicates principles and concepts recognising competing perspectives.
Level 6	Works with ideas at a level of abstraction, arguing from competing perspectives. Identifies the possibility of new concepts within existing knowledge frameworks and approaches

translate/adapt these to your own subject-specific contexts.

Applying it to a marking rubric

Threshold
level

Criteria	0-39%	40-49%	50-59%	60-69%	70-79%	80-100%
e.g. Subject knowledge (40%)		A broad explanation of... but lacks detail... etc.				
e.g. Quality of argument (critical thinking) (40%)		Identifies a few core principles...pros and cons, but the strength of argument is weak in places etc.				
e.g. Structure/ Presentation/ referencing (20 %)						

Level 4

0-39%	40-49%	50-59%	60-69%	70-79%	80-100%
Threshold level not achieved	Threshold level achieved	Build on threshold achievement, additional attributes	Build on previous, additional attributes	Build on previous, additional attributes	Surpassing expectations. Acknowledge creative thinking and unintended outcomes
Discriminator labels e.g.					
Lack of...no evidence of...	Some evidence of...	Clear...	Very good...	Excellent...	Outstanding
Very limited...	Satisfactory...	Good...	Well informed...	Effective...	Innovative...
muddled...	Adequate..	Solid...	Thorough...	Robust...	Original...
Confused...	Moderate...	Sound...		Exemplary...	Creative...
				Comprehensive	Flair..
	indicate what needs developing / what is missing	indicate what needs developing / what is missing	indicate what needs developing / what is missing		Reflective thinking..

Active verb, generic skill



Examine critically



What are your expectations?

How will you differentiate performance?

Subject-specific 'content'



**theoretical frameworks
and research relevant to
neonatal development**



What are your expectations?

How will you differentiate performance?

What constitutes a pass?

Activity. In your groups:

- **Choose a module and identify a learning outcome(s) to use as an example for this task.**
- **Select an appropriate and authentic assessment method** which will be the best measure of the learning outcome(s)
- Start to **build an indicative marking scheme/rubric** that encourages and rewards engagement with the assessment.
- Start with the pass level and highest level then see how you go

Tips

- Draw from SEEC, subject benchmark statements, taxonomies to help build criteria
- Look at previous work and feedback – identify what good, bad and satisfactory work looks like
- Articulate gradations of quality – describe the best, worst and pass levels of quality then fill in the others based on your knowledge of common issues
- Don't be overly prescriptive
- Use rubrics during formative activities for self or peer assessment
- Align your feedback to your assessment criteria