

# Innovations in Teaching Seminar **IITS 2017**

*Pedagogies of learning technologies:  
how does technology create new possibilities for learning?*

3 Oct 2017, Tuesday

Lecture Theatre 7 (NS1-02-03)

8.30am to 5.00pm



Keynote Speaker

*Professor Mike KEPPELL*

Former Pro Vice-Chancellor and Professor, Learning Transformations  
Swinburne University of Technology

**Reflections and Insights from Innovations in Teaching Seminar 2017: Next Steps**

[Pollev.com/iits2017](http://Pollev.com/iits2017)

Organized by Centre for IT Services (CITS),  
in collaboration with  
Teaching, Learning & Pedagogy Division (TLPD).

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**John Cheung  
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(Social Media for  
Teaching and Learning)



## Overview

- Reflections and insights
- Trends that will change our thinking
- Formative analytics
- Assessment-as-learning
- Design thinking
- Digital fluency
- Institutional blending



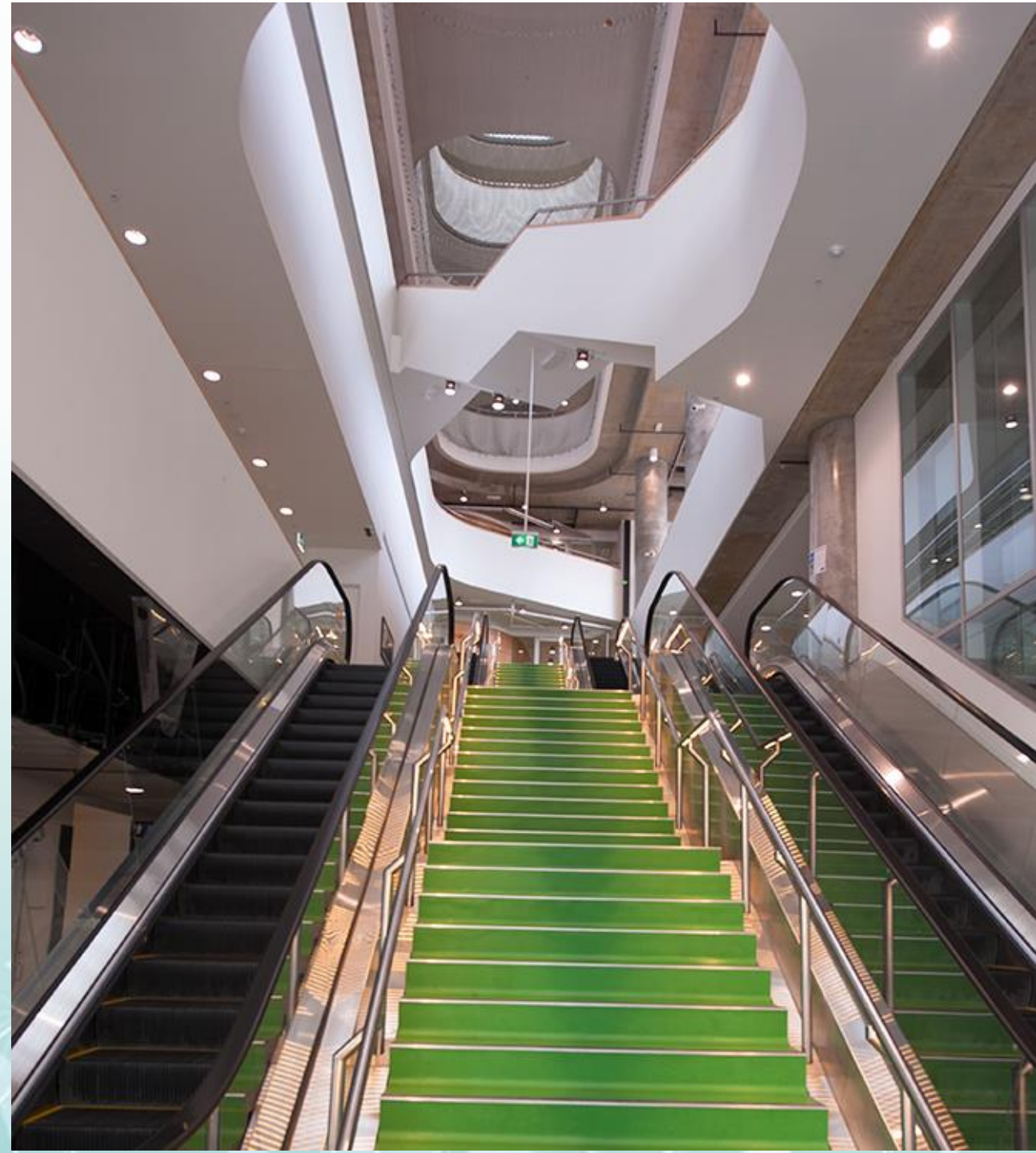
# Learning Analytics and Surveys

## Learning Analytics

- To benefit **retention** by enabling the identification of disengaged and at risk students
- To identify the characteristics of **successful students**
- To support the **continuous improvement of teaching**

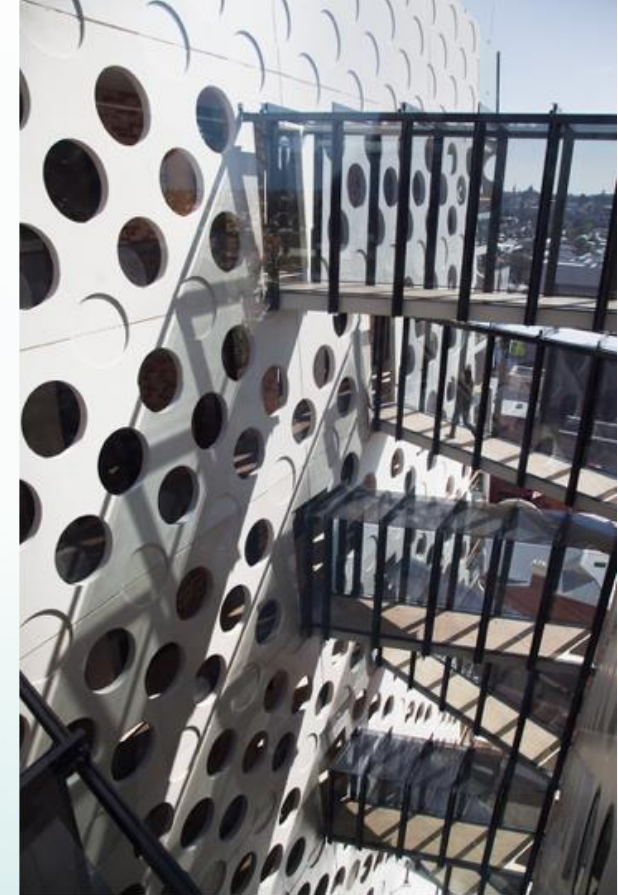
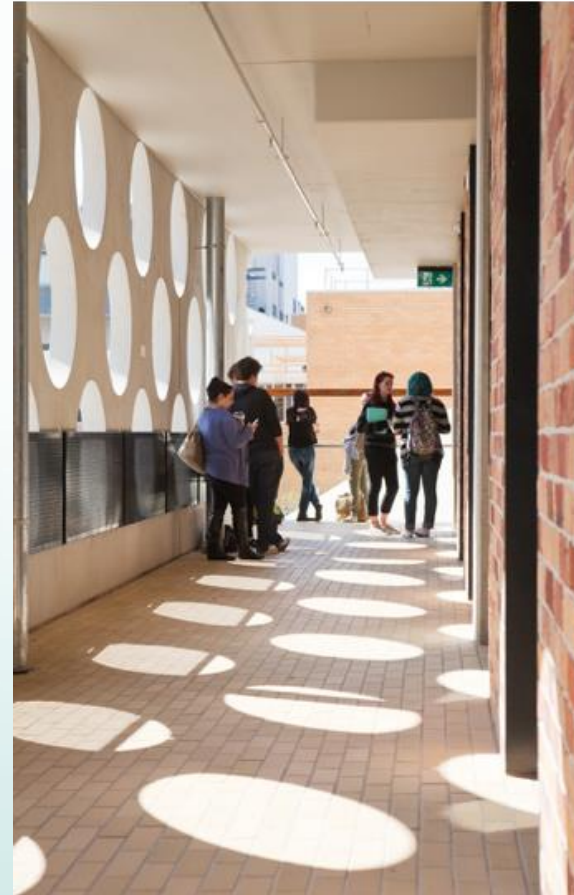
## Surveys

- Using data to identify where an **intervention** is needed e.g. undertake learning design with units where student satisfaction is low.
- Follow-up surveys determine the success of the intervention



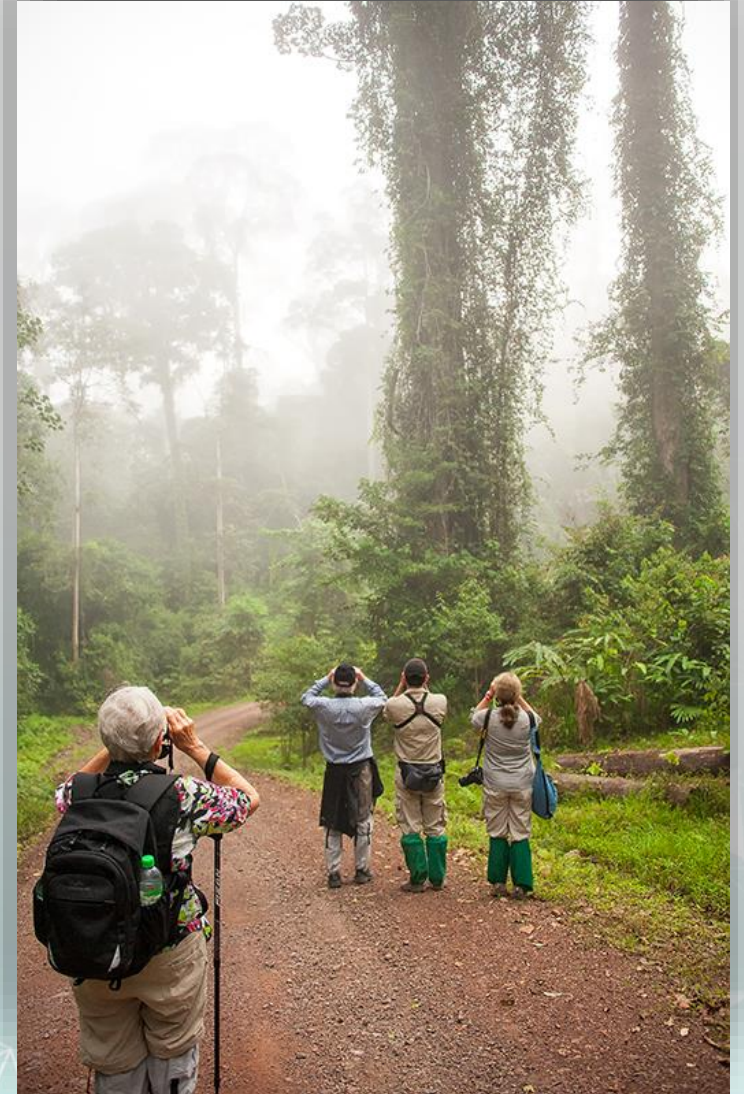
# Assessment 2020

- Assessment is a **central feature of teaching** and the curriculum
- Assessment is the making of **judgements** about how students' work meets appropriate **standards**
- Assessment plays a **key role in both fostering learning and the certification of students** (Boud and Associates).



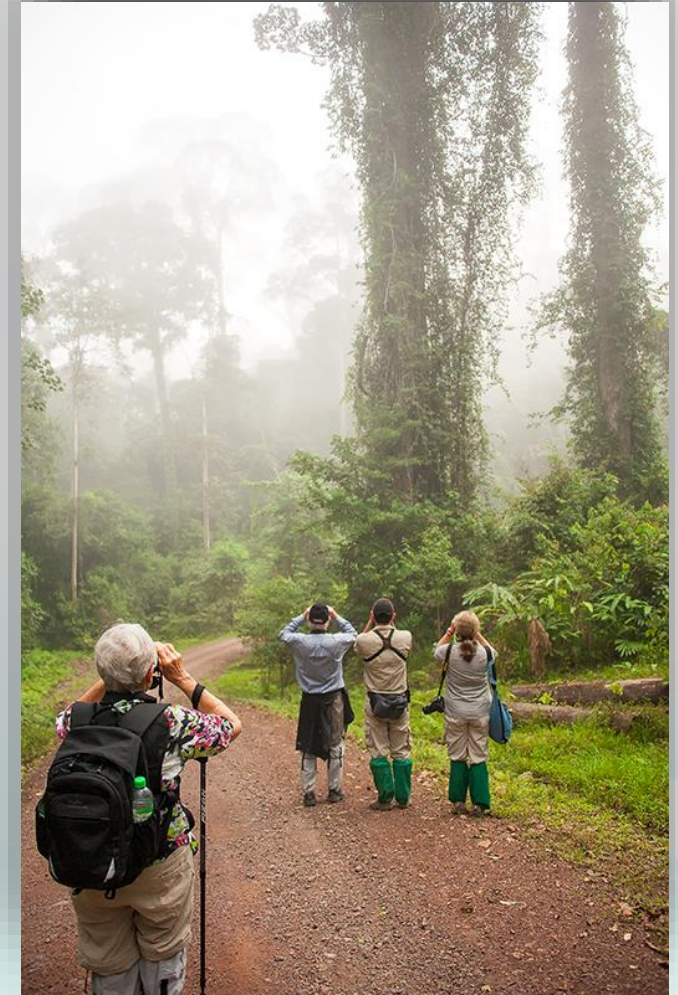
# Assessment has been most effective when:

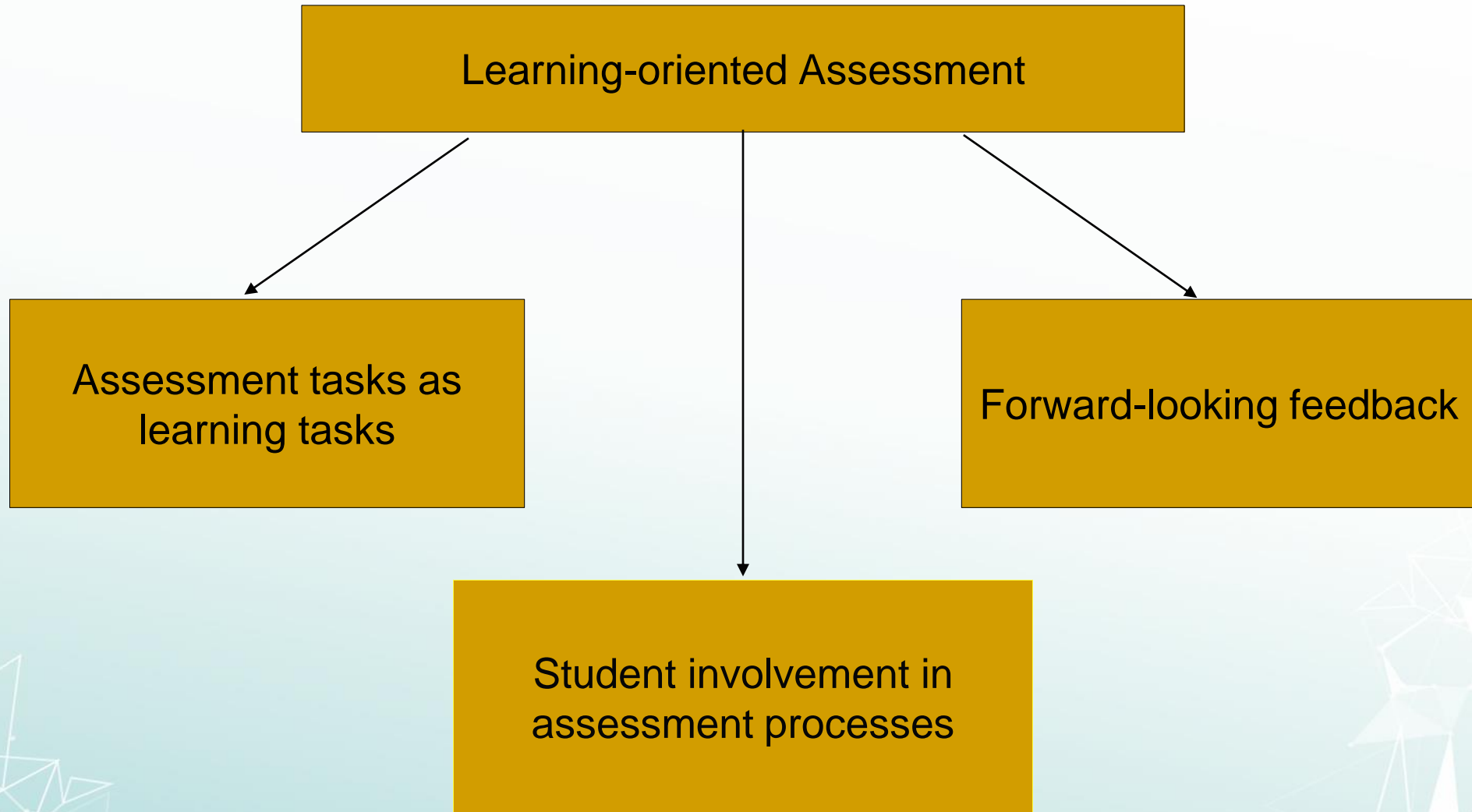
- Assessment is used to **engage students** in learning that is productive
- Feedback is used to actively **improve student learning**
- Students and teachers become **responsible partners** in learning and assessment
- Students are **inducted** into the assessment practices and cultures of higher education



# Assessment has been most effective when:

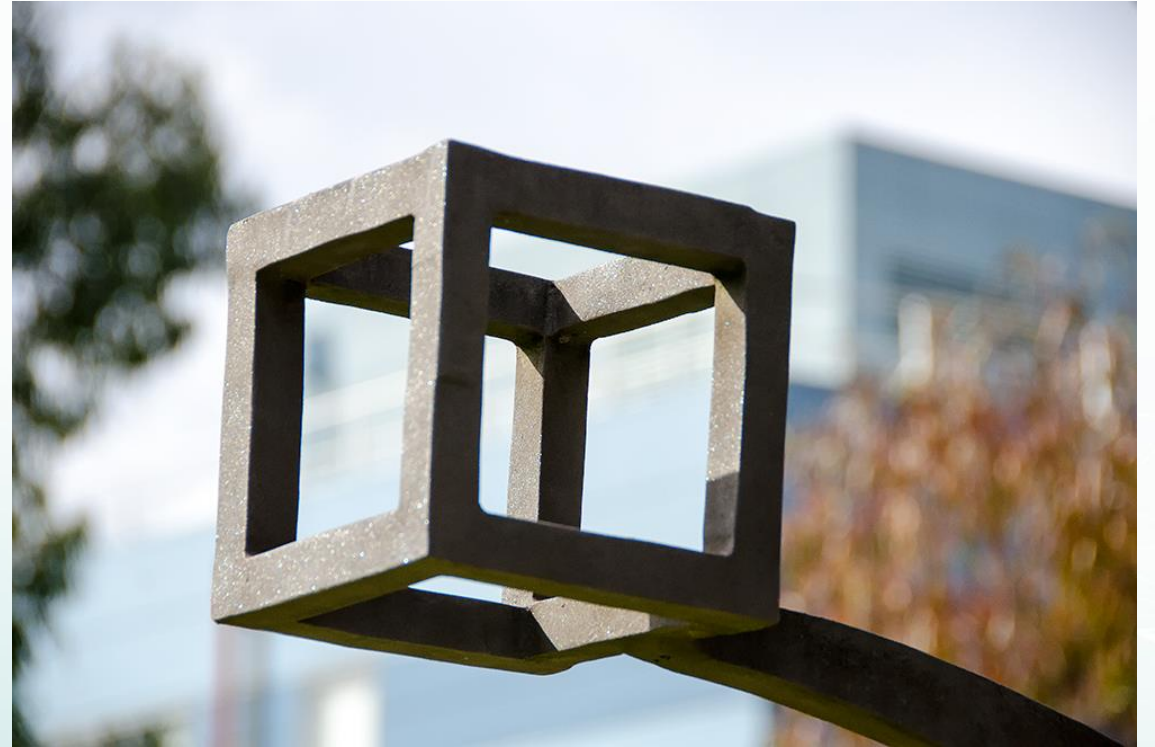
- Assessment for learning is placed at the **centre** of subject and program design
- Assessment for learning is a **focus for staff and institutional development**
- Assessment provides inclusive and **trustworthy representation of student achievement** (Boud & Associates, 2010).





# Assessment Tasks as Learning Tasks

- Assessment tasks determine the student effort
- Tasks should require distribution of student time and effort (Gibbs & Simpson, 2004).





# Student Involvement in Assessment

- A Students begin to **learn about** assessment
- Students begin to determine the **quality** of their own work



# Feedback as Feed-Forward

- A Feedback should be **timely** and with a **potential to be acted upon** (Gibbs & Simpson, 2004)

**EL Takeaways**

## 7 Things to Remember About Feedback

- 1** Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal.  
*Grant Wiggins, p. 10*
- 2** If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.  
*Dylan William, p. 30*
- 3** The feedback students give teachers can be more powerful than the feedback teachers give students.  
*Cris Tovani, p. 48*
- 4** When we give a grade as part of our feedback, students routinely read only as far as the grade.  
*Peter Johnston, p. 64*
- 5** Effective feedback occurs during the learning, while there is still time to act on it.  
*Jan Chappuis, p. 36*
- 6** Most of the feedback that students receive about their classroom work is from other students—and much of that feedback is wrong.  
*John Hattie, p. 18*
- 7** Students need to know their learning target—the specific skill they’re supposed to learn—or else “feedback” is just someone telling them what to do.  
*Susan Brookhart, p. 24*

Source: The collective wisdom of authors published in the September 2012 issue of *Educational Leadership*: “Feedback for Learning.” (Volume 70, Issue 1).

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<p>Goal</p>	<p>Embedding the use of an ePortfolio into the Bachelor of Education (Early Childhood &amp; Primary).</p>
<p>Assessment tasks as learning tasks</p>	<p>Within the first year of study the students were given reflective tasks about the skills and attributes they were bringing to their University study.</p> <p>This reflective task included asking students to provide examples of their skills and attributes in the following areas:</p> <ul style="list-style-type: none"><li>• Early childhood knowledge</li><li>• Communication skills</li><li>• Analytical, critical and reflective skills</li><li>• Addressing unfamiliar problems</li><li>• Planning my own work</li><li>• Team work</li><li>• National and international perspective</li><li>• Values-driven practice</li></ul>

# Characteristics of Assessment Task

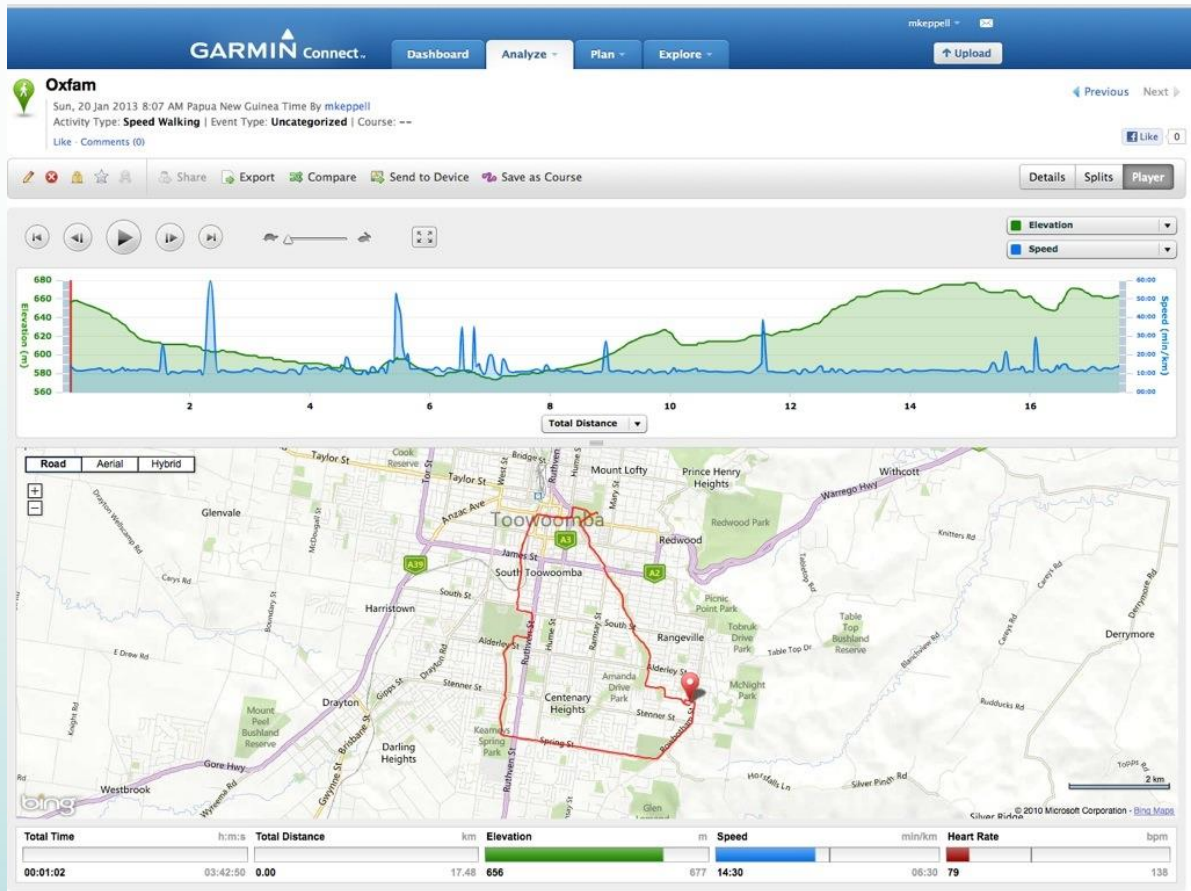
- **Alignment** of learning outcomes, content and assessment.
- **Distribution of student time**
- Degree of **student choice** in assessment task.
- Relationship between assessment task and **real-world task**.
- Portfolio creation enabled the student to produce the portfolio for **different purposes**
- Students were asked to **reflect** on the learning they had been engaged in during classroom activities, professional experience, and assessment tasks over the degree program.

<p>Student Involvement in the Assessment Task</p>	<ul style="list-style-type: none"><li>• Provided students with more <b>personal control</b> over their own learning.</li><li>• Students needed to <b>consider their collected artefacts</b> as evidence of learning or accomplishment.</li><li>• Students needed to <b>assemble evidence</b> in a way that demonstrated their reflection.</li><li>• Students needed to <b>present the materials</b> in an aesthetically pleasing way for the audience (Keppell &amp; Munday, 2010).</li></ul>

# Characteristics of Assessment Task

- **Student choice** in the assessment process
- Students were **active, engaged and critical assessors**
- Students monitored what they were learning - made adjustments, adaptations
- **Awareness of the goals of learning**
- Engagement in activities **encouraged reflection**
- **Self-assessment was embedded in the task.**

<p>Forward Looking Feedback</p>	<ul style="list-style-type: none"><li>• <b>Forward-looking feedback was provided by the lecturer</b></li><li>• <b>Peers provided feedback</b></li><li>• The lecturer provided forward-looking <b>verbal feedback</b> enabling students to act on and improve their learning.</li><li>• <b>A variety of lecturers provided feedback to the student</b></li></ul>



## Badges

### Achievements



2 Million Total Steps



1.5 Million Total Steps



1 Million Total Steps



900,000 Total Steps



Triple Goal



800,000 Total Steps



700,000 Total Steps



600,000 Total Steps



500,000 Total Steps



400,000 Total Steps



300,000 Total Steps



200,000 Total Steps



150,000 Total Steps



100,000 Total Steps



Double Goal









TomTom GO series

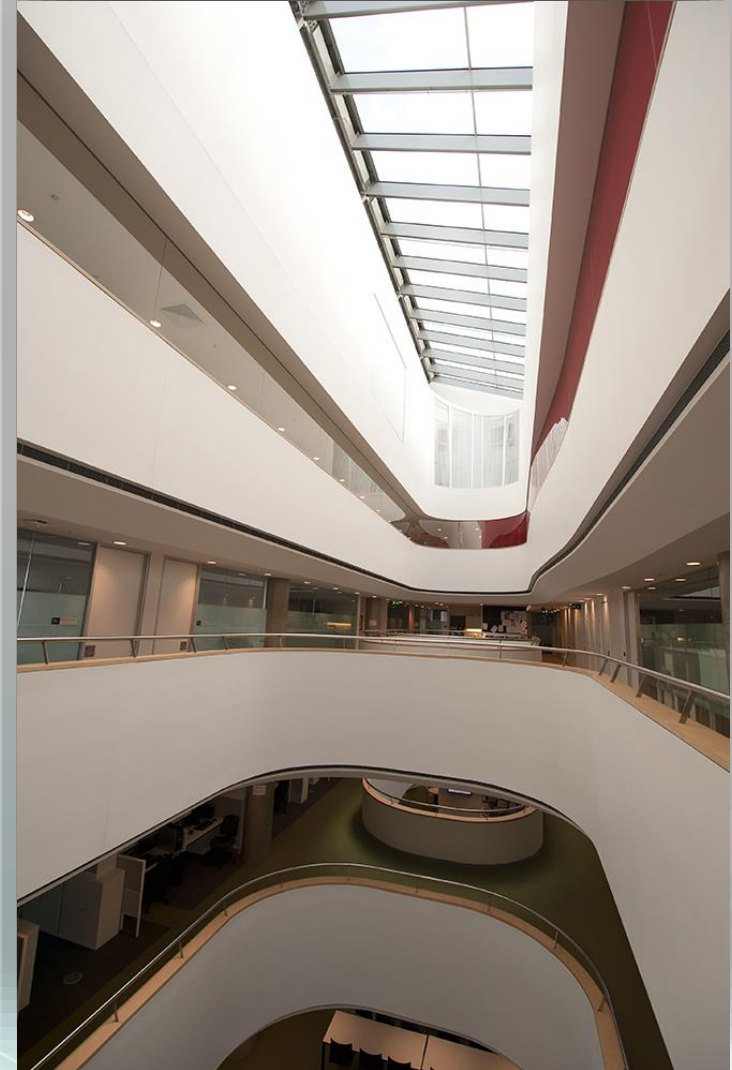
# Levels of Learning-oriented Assessment

- **Authentic assessment**
  - learners focus on questions of importance
- **Negotiated assessment**
  - learners negotiate assessment with teachers
- **Self-assessment**
  - learners act on 'feedback as feed-forward'



# Assessment Audit

- **71 Units:**
- **Learning outcomes:** Across the audit the average number of outcomes in units was six, with a range of 3 – 30 learning outcomes
- The **average number of assessments** per unit across the audit is **four**.
- **Formative assessment:** From the information provided in the unit outlines and Blackboard sites, it appears that a small percentage of assessment tasks are formative in nature



## *How to improve assessment*

*Improve on clarity of requirements  
(transparency, consistency)*

**129**

Be more clear about what is to be produced. Some assessments are vague and constantly leave students with a question mark in their heads

**Need more personalised  
feedback/more feedback/quicker  
feedback**

**118**

I feel like we need to receive more feedback on what else we could have done to have gotten a better mark, rather than just feedback telling us what we did wrong.

*No changes/improvements needed*

**106**

## *How to improve assessment*

### *Better scheduling/scaffolding of assessment*

**99**

Most commonly it was recommended to split up big assessment into smaller ones to allow for 'scaffolding' of grades

### **Work-integrated or real-world assessments**

**71**

I would like to see assessments, especially the group ones, designed as if in the work place.

### *Issues around group work*

**63**

Most commonly, negative experience with group work as input of individual group members is not monitored and therefore effort put in is not equitable

## *How to improve assessment*

*More options for personalised assessment (e.g. allowing for choice between the type of assessment)*

**55**

More portfolio based assessment using related assignment applying real world (or close to real world) examples.

**Better alignment of assessments with lecture content**

**30**

*More technology-enabled assessment*

**28**

More interactive, different ways other than just essays

# Design Thinking

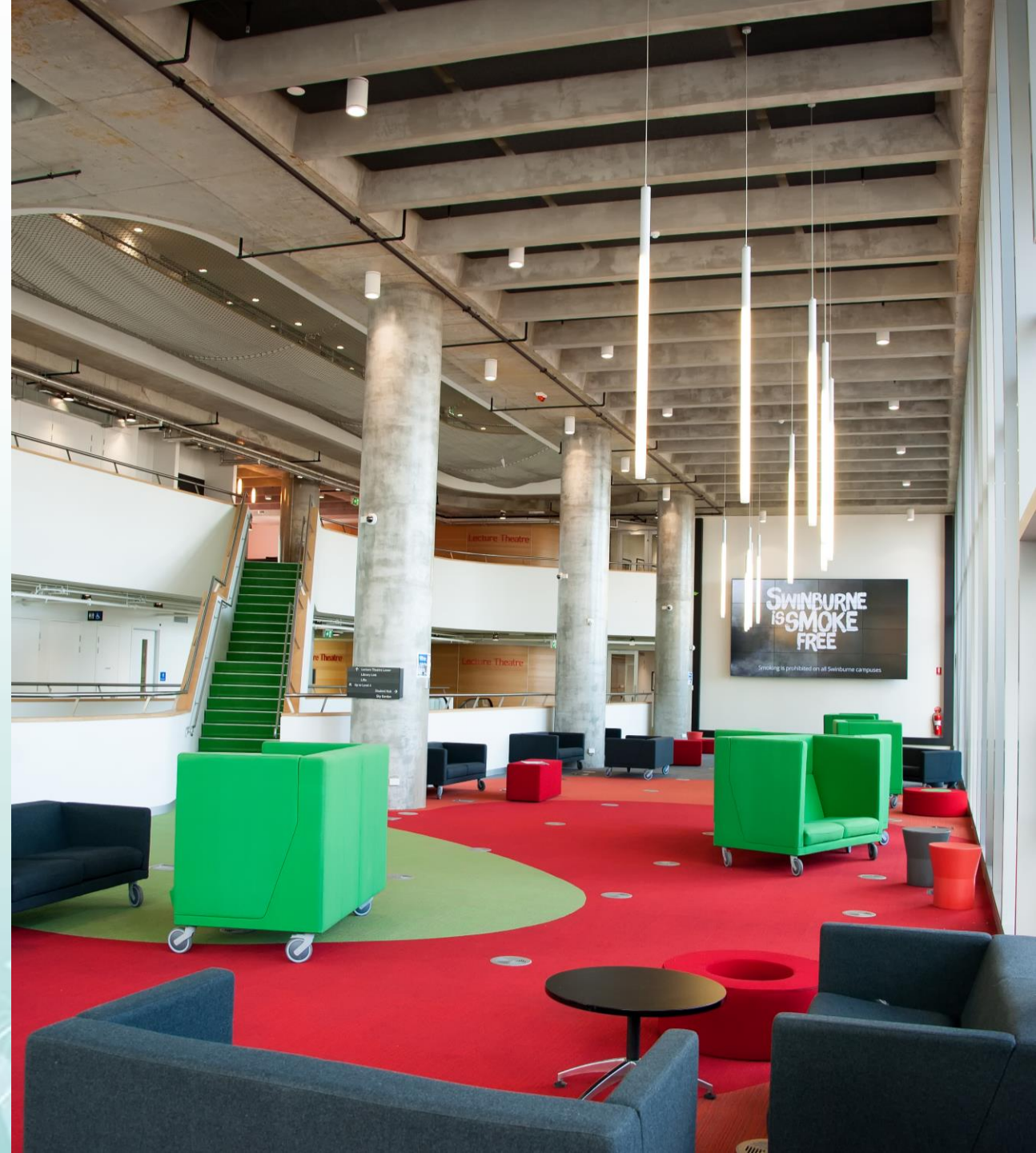
- Design thinking by its nature is strategic and future focussed.
- It is a thoughtful and considered pedagogical approach to ensure relevance for both learners and teachers.
- Design thinking is the confidence that everyone can be part of creating a more desirable future, and a process to take action when faced with a difficult challenge.
- A design mindset is not problem-focused, it's solution focused, and action oriented.





# Digital Fluency

- Teachers will need to focus on the **affordances** of spaces and learning technologies to be digitally fluent in a connected world.
- Digitally savvy students and staff who can seamlessly work with different media and technologies
- Faculty, staff and students need to make connections between tools and outcomes



# University Ecosystems are Changing

Higher  
Education



Pathways and  
Vocational  
Education



Work Integrated  
Learning

Institutional Priorities	Teacher Priorities	Learner Priorities	Future Trends	Best Practice
Programme design	Digital fluency	Digital literacies	Curriculum Transformation	UTS - learning spaces
Learning spaces	Seamless teaching	Seamless learning	Formative analytics	Twente - project-based learning
Active/Authentic learning	Technology affordances	Generic employment skills	Design thinking	NUS - Teaching academy
Entire Student experience	Authentic assessment	Learning-oriented assessment	Rethinking the role of educators	UNSW - Curriculum
Modes (blended and online)	Scholarship	Lifelong and life wide learning	Adaptive learning	Lecture theatres (UTS, UN)
Fewer exams	Learning analytics	Flexible learning pathways	OERs	MOOCs student recruitment (UA)

# Links to Slides

- Slideshare:  
<http://www.slideshare.net/mkeppell>

