Embedding Evaluation and Research into Curriculum Design and Delivery

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Workshop description

This workshop presents a framework for designing evaluation and research into teaching at the level of a course (award program). It provides a practical resource that can be used by teaching teams to address institutional and personal expectations of evidence-based quality teaching practice. Participants will be introduced to a 'generic' ethics application and demonstration of how a university's Learning Management System (LMS) can be used as a mechanism for participant recruitment and ethical management of consent, as well as disseminating research outcomes.

The goal is providing staff a practical and efficient method for ensuring coordinated quality activities related to a course that enable individual and collective outputs related to quality improvement, quality assurance and scholarship.

Integrating Standards Conversations and the SOTL Literature: CER framework

In Australia, conversations around national standards for Higher Education reference and align with international standards (e.g. Tuning (Europe, USA), Quality Assurance Agency (QAA) for Higher Education UK). The Higher Education Standards (HES) Framework prescribes the minimum requirements for provision of higher education in Australia, including continuous evaluation informing ongoing curriculum transformation.

The CER framework is designed to incorporate planning for SoTL into the practices of routine evidence collection that is response to institutional requirements for quality assurance of a body of curriculum and informed by national standards.

Activities

Participants will:

- be introduced to a way of thinking about the *teaching* component of academic work and a framework for embedding evaluation and research into curriculum at the level of a unit and course.
- be introduced to practical resources (generic ethics application, with accompanying method for using a Learning Management System (LMS) to collect data and a survey mechanism for establishing consent)
- have opportunity to discuss how to translate and use the resources for their own context.

The second half of the workshop will consist of question and answer discussion related to:

- designing a specific evaluation-research plan (research questions and justification) and research management;
- ethics requirements (including research management)
- establishing and using the LMS
- setting up the consent mechanism within the LMS

Common 'Burning' Questions we will address:

- Is there a set of processes, standardise documents staff use to do this?
- How is each review cycle managed? How far into the review cycle have UTAS implemented the CER Framework?
- What are the hurdles? What is the staff feedback?

- How can we get 'buy-in' from teachers to ensure the first stage is systematic and there is commitment to stages two and three (QA,QI, SoTL)

Learning outcomes

Specifically, the workshop will enable you to:

- Understand the CER Framework and how it facilitates scholarship from QA and QI data and processes
- Identify types of data that can be used
- Understand the mechanism for gathering natural data and dealing with ethical issues
- How/where the framework can be adapted and applied
- Formulate an implementation plan for pilot at WAI
- Resources available/required to support the CER Framework

By participating in this workshop you will have a foundation and understanding how to:

- Legitimise and enable collegial, scholarly activity directed toward learning and teaching.
- Embed evaluation and research into teaching at the level of a unit or course
- Develop capacity, team building and leadership in SoTL
- Learn how to show students that you care about quality, and model good practice to students
- Formulate an implementation plan
- Begin to advance your SoTL and generate SoTL outputs e.g. conference papers; publications

Intended audience

The workshop is relevant for teaching staff and/or teaching teams, course and unit coordinators, Deans and Directors of Learning and Teaching who are interested in establishing a sustainable and effective approach to educational evaluation and scholarship as part of their teaching practice.

Previous presentations and workshops

WORKSHOPS

TEQSA forum 2016
HERDSA 2016
UTAS Faculty of Education
William Angliss Institute (2016)

PRESENTATIONS – FACE TO FACE

Research Week (University of Tasmania, 2015, 2016
Faculty of Education (University of Tasmania) L&T planning day (2016)
William Angliss Institute (2016)
Higher Education Compliance and Quality forum 2016
Higher Education Compliance and Quality forum 2016
Murdoch University (2017)
Science Faculty L&T forum, University of Melbourne (2017)
University College (University of Tasmania) (2017)
HERDSA 2017
ISSoTL 2017
Teaching Matters (University of Tasmania) (2017)

PRESENTATIONS – ONLINE

Monash University nursing group (2017)
University of South Australia (2016)

References

The conceptual underpinnings of the CER framework and approach drawn from the SOTL literature are primarily sourced from:

Anderson, T. & Shattuck, J. (2011). Design-Based Research: A Decade of Progress in Education Research? *Educational Researcher, 41*(1) pp. 16–25 DOI: 10.3102/0013189X11428813

Australian Qualifications Framework Council (2013). *Australian Qualifications Framework Second Edition,* January 2013

Biggs, J. & Tang, C. (2011). *Teaching for Quality Learning at University.* McGraw-Hill: Suffolk

Brookfield, S. (1995). *Becoming a Critically Reflective Teacher.* Jossey-Bass: San Francisco

Higher Education Standards Framework (2015). Retrieved from *http://www.teqsa.gov.au/* 5/1/2017

Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology.* Routledge: New York.

National Statement on Ethical Conduct in Human Research. (2007). *The National Health and Medical Research Council, the Australian Research Council and the Australian Vice-Chancellors' Committee.* (Updated May 2015). Commonwealth of Australia, Canberra.

Phillips, R., McNaught, G. & Kennedy, C. (2012). *Evaluating e-learning: guiding research and practice.* New York: Routledge.

Pearce, C.L. (2004). The future of leadership: Combining vertical and shared leadership to transform knowledge work. *Academy of Management Executive, 18*(1) pp. 47–57.

Peer Reviewed Publications

Kelder, J.-A., & Carr, A. R. (2017). Embedding Evaluation and Scholarship into Curriculum and Teaching: the Curriculum Evaluation Research Framework. In A. Hørsted, P. Bartholomew, J. Branch, & C. Nygaard (Eds.), *New Innovations in Teaching and Learning in Higher Education* (pp. 451-471).

Kelder, J., Carr, A.R., & Walls, J. "Curriculum Evaluation and Research Framework: facilitating a teaching team approach to curriculum quality", *Research and Development in Higher Education: The place of learning and teaching Volume 40*, 28-0 June 2017, Sydney, Australia.

Carr, A.R., Kelder, J-A. & Sondermeyer, J. (2014). An Evidence-based Approach to the Design of a Learning Program: Evaluating Preliminary Data Sets, *International Journal of Learning, Teaching and Educational Research,* 7(1) pp. 201-216. ISSN 1694-2493

Kelder, J., Canty, A., Carr, A.,Skalicky, J., Walls, J., Robinson, A. & Vickers, J. (2013). "A learning place where a high-risk student cohort can succeed: curriculum, assessment and teacher recruitment", *Research and Development in Higher Education: The place of learning and teaching Volume 36*, 1-4 July 2013, Auckland, New Zealand, pp. 253-265. ISBN 0 908557 93 0

Kelder, J-A., Sondermeyer, J., Phillips, R. & Rothwell, A. (2012). Designing evaluation and research into educational initiatives: The Global Perspectives Program. *Ascilite 2012*. Wellington, NZ.

Biographies

Associate Professor Andrea Carr and Dr Jo-Anne Kelder have extensive expertise in designing, delivering and evaluating curricula across health sciences in higher education, are experienced in supporting teaching teams to evaluate curricula and engage in scholarship. They publish in the field of learning and teaching and have partnered and/or led institutional and national learning and teaching grants. Andrea was awarded an Australian Office for Learning and Teaching (OLT) citation for outstanding contributions to student learning. Jo-Anne has won three institutional team awards/citations and an individual Vice Chancellor's citation for teaching excellence in 2017.

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