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Professional Development of Staff in Assessment & Feedback: A National Approach

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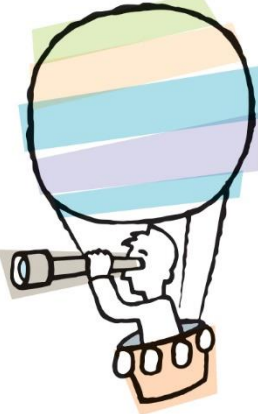
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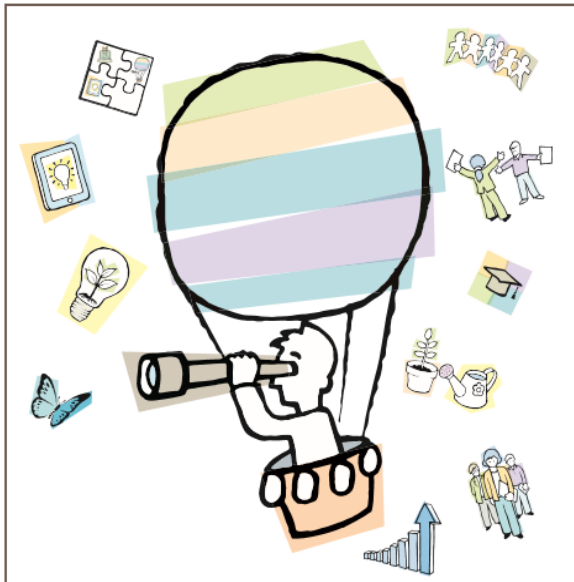
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Professional Development of Staff in the area of Assessment & Feedback: A National Approach



Dr Roisin Donnelly

31st October 2017



NATIONAL PROFESSIONAL DEVELOPMENT FRAMEWORK
FOR ALL STAFF WHO TEACH IN HIGHER EDUCATION

TL NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

- **Assessment Principle on PD:** importance of staff having the knowledge and skills to change assessment practice and policy
- **PDF:** Highlighting the key statements on assessment; initial findings
- **PD Portal:** Programme-focused Assessment digital badge [to assist programme leaders to develop skills in this area in the future]
- **NSS PD Stream 2017-18**
- **Delta Awards:** for team approaches to changing PD, with a subsection on Assessment [of/for/as learning]
- **Questions** for discussion



7. Professional development: Lessons Learnt

Assessment and feedback should be enhanced through staff engaging in related professional development, including engagement in scholarship in this area.



- Staff and students need to be supported to develop their assessment literacy.
- Professional development opportunities should support the development of individual staff and teams of staff to enhance assessment practice and policies.
- In line with the [National Professional Development Framework](#), opportunities should include non-accredited PD opportunities (including collaborative, unstructured and structured) and those which are accredited.
- Professional development should support ‘new learning’, ‘consolidating learning’, ‘mentoring’ and ‘leading’, related to Assessment OF, FOR and AS Learning.

A Typology of PD Opportunities



1. Collaborative Non-Accredited

Examples:
Conversations with colleagues, peer networking & observations, blogs/discussion forums, mentoring, critical friends engaging in informal dialogue on how to improve teaching



2. Unstructured Non-Accredited

Examples:
Reading professional journals, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication



3. Structured Non-Accredited

Examples:
Attending workshops, seminars, webinars, MOOCs, conferences, summer schools, awards, engaging in structured collaborative projects, own research on a topic of professional interest



4. Accredited

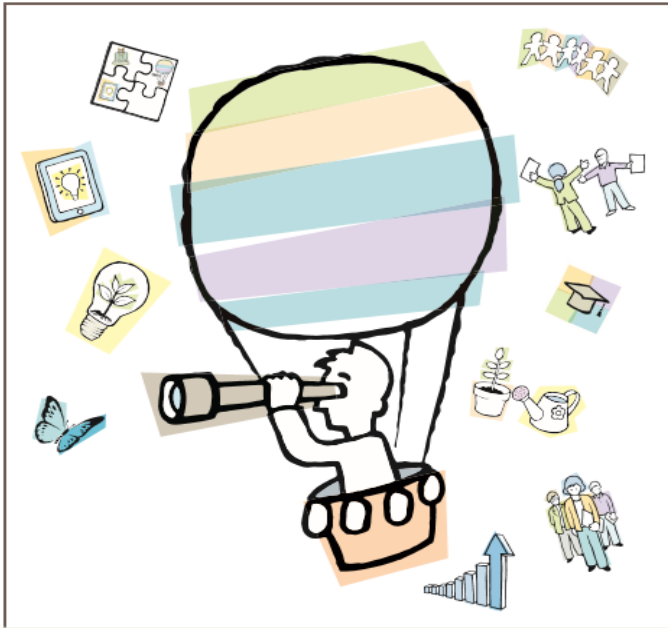
Examples:
Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy

How can we keep up-to-date in our knowledge and skills on assessment in order to change practice and policy?

Different routes to PD...



How are you supported to develop knowledge/skills on assessment to change practice and policy?



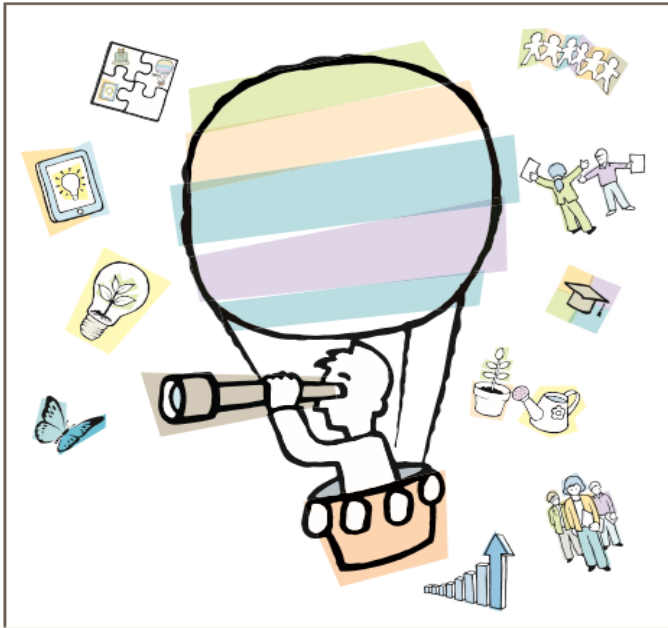
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PD Project
Manager &
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**Initial National PDF
Implementation**

22 Pilot Groups/
230 Participants



PDF Pilot Studies: Scope and Composition

A model for building capacity with key professional identities (implementing the national PD Framework):

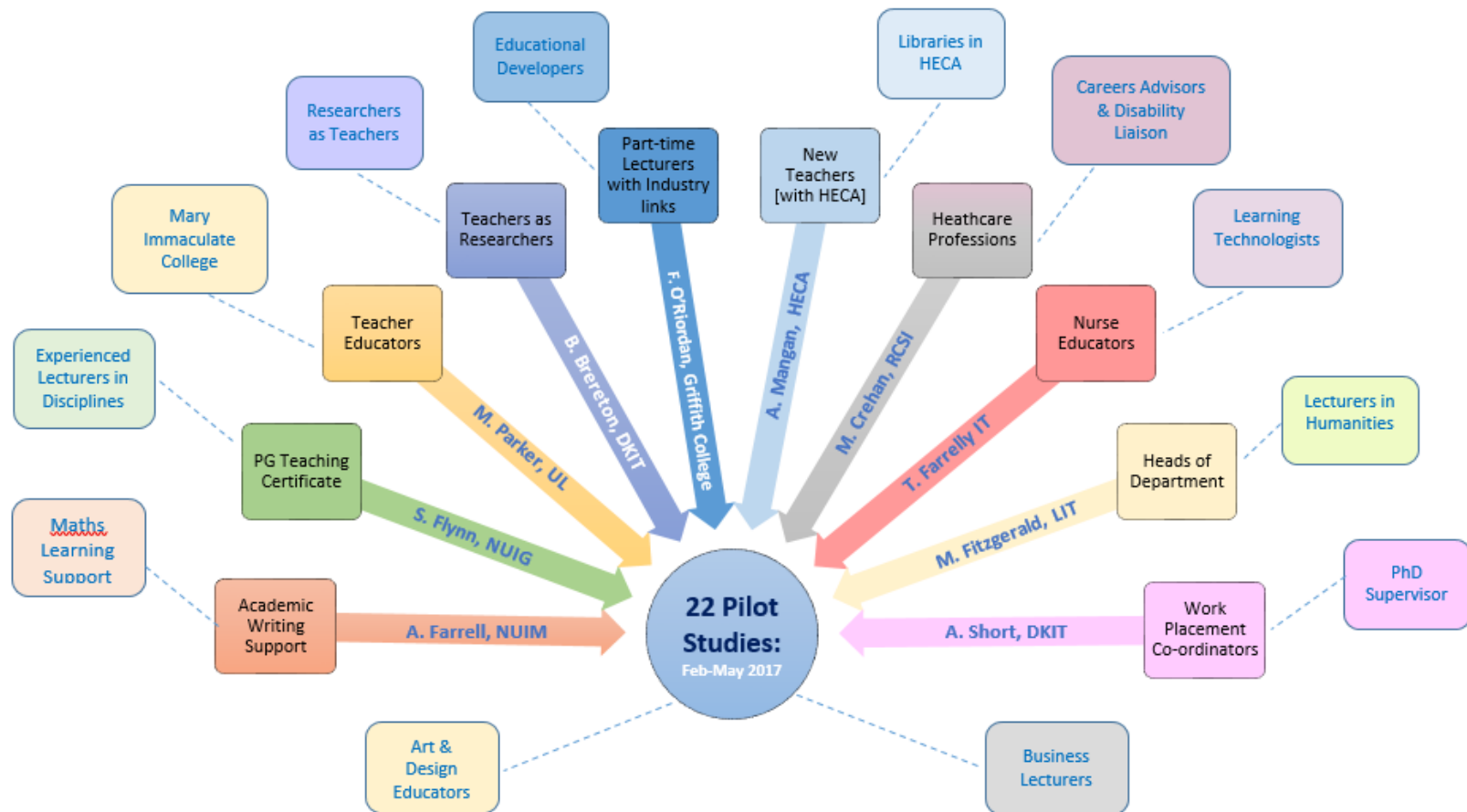




Figure 2: The domains, underpinned by the framework's values.

Assessment and the PD Framework

Domain 4: Professional Knowledge and Skills in Teaching and Learning

- Application of appropriately aligned assessment and learner-oriented feedback approaches from one's own discipline and, where relevant, from other disciplines (Element 4.5)
- Supportive of active student-centred approaches to learning that engage students and build towards students as partners in their learning (Element 4.2)
- Design and management of sessions, modules and/or curricula (programmes) appropriate to the learning environment (Element 4.3)
- Awareness of and contribution to the scholarship of T&L, through sharing of practice, developing evidence-based approaches, research into, dissemination and/or application of research on T&L (Element 2.3)



Findings from the initial National Professional Development Framework Implementation

Strongly agreed/Agreed	Short-term impact
93%	Engaging with the PDF increased my confidence in my professional role
87%	Engaging with the PDF supported the development of my T, L & Assessment skills
88%	Engaging with the PDF increased my engagement with PD activities
78%	Engaging with the PDF enhanced dialogue and discourse about T&L in my institution
60%	Engaging with the PDF enhanced dialogue and discourse at my institution about the professional development of staff who teach/facilitate learning
85%	Engaging with the PDF enhanced my T, L & Assessment practices
	Long-term impact
93%	The PDF has the potential to impact positively on student learning
78%	The PDF has the potential to impact positively on organisational practices and systems in my institution
72%	The PDF has the potential to impact positively on the culture of enhancement at my institution
79%	The PDF has the potential to impact positively on discipline and professional groups nationally

Example feedback on PDF

It was helpful to realise that not all PD needs to be formal and that we can develop ourselves everyday by just hearing from a colleague about a method of assessment or giving feedback that worked well for them

Learning and PD takes time and energy, and it will sometimes take you out of your comfort zone – which is a good thing!

The PDF...is important because it's empowering us to do what we do best in teaching and assessment practices

Example feedback on Assessment Evidence

For Domain 4, I recorded the innovations that I introduced to my classes and assessments. It was useful to see written down the progress that I have made

For a spectrum of evidence I included samples of assessments such as elements of a grouped student assessment and peer evaluations for feedback

*I included programme validation documents, module descriptors, student feedback, assessment strategies....
Because I had this material ready to hand*



Domain 4: supporting change to assessment practice in a professional context

For part-time lecturers with industry links, working in this domain had an impact on their assessment practices as they reflected on bringing real briefs from industry to their students...

“I don’t think this pilot group had previously realised how authentic and wonderful that was and how valuable it was to the learner; they are now much more confident in the assessment space and feel more nurtured as educators as a result of being part of this PDF process.”



Domain 4: supporting change to assessment practice

“I enjoyed addressing this domain as it gave me the chance to be proud of what I have achieved over the last 5 years in terms of the student-centred innovations that I have introduced in my classes and assessments.”

“I used Piktochart for the PDP as it is a tool which I have asked my students to use for assessment but one which I have little experience myself, so it was a very good chance to practice.”

I now feel more open about my assessment practice, have improved my own reflections, and am better able to deal with giving student feedback.”





Domain 4: supporting change to assessment practice

“I’ll now reset the assessment as I’m going to change my whole philosophy around active learning and bringing in actual clients to engage with my students. This work has given me a brand new energy.”

“I was looking at end of year feedback from my student cohort - on the summative assessments I’d carried out. I asked them what types of learning modes they felt they learnt best and easiest from. And then I used informal communication at the end of modules where I’d ask them - is there anything you want us to do differently, what worked for you, what didn’t work for you? that I’m quite happy to change the style of delivery based on your feedback - that was the kind of evidence I was engaging with.”





Domain 4: supporting change to assessment practice

“I did some research with the students - comparing their assessments - group assessments with project based ones. And the surprise for me is not only... obviously they did get better grades, but also the intangibles that emerged that I didn't think of - they were able to work better as groups, problem solve, negotiate, communicate and take to employers that they had worked on real life problems and can engage on a professional level.”

“When I teach writing, I now would run a series of workshops with assessment and student feedback built in so it'd be more structured because I think would be a very good source of evidence.”





Domain 4: supporting change to assessment practice

“I wasn’t prepared enough to teach a module and set exams, and I felt overwhelmed with only two weeks to go - trying to set an interim assessment and a final exam. And I actually pitched the interim exam at too high of a level, which de-motivated the students, and they panicked a bit, and there was concern, ‘oh we’re not going to be able to do this’. So I now feel that if I had more support taking on this role, I would have coped much better.”



Domain 4: supporting change to assessment practice

“On one of the modules on a masters programme, the assessment required students to sit a practice interview. So, it just meant that they turn up and speak in a video and then that was it, they got their tick for doing that without any more thought... but this assessment is not enhancing the students’ capabilities at interview; it was just what is the easiest way to assess, what are we going to assess it, how are we going to assess it?”

It was not necessarily linked back to how is the student going to be better at interviews or how is the student going to write a better CV and so I know there are a lot of conversations around that that we definitely could be involved in, but we are not.”



Domain 4: supporting change to assessment practice

“This is an opportunity to think about the things that we do in our practice – it can give breathing space to help me think how could I can implement that into assessment. I think kind of the technologies that different people were using in this pilot group were really, really interesting. Rather than just be focused on the technology that’s available on our campus, I am now thinking about what could I use that’s out there in a wider space...it might allow us to think more about how you want to set things up going forward maybe for the next five years.”

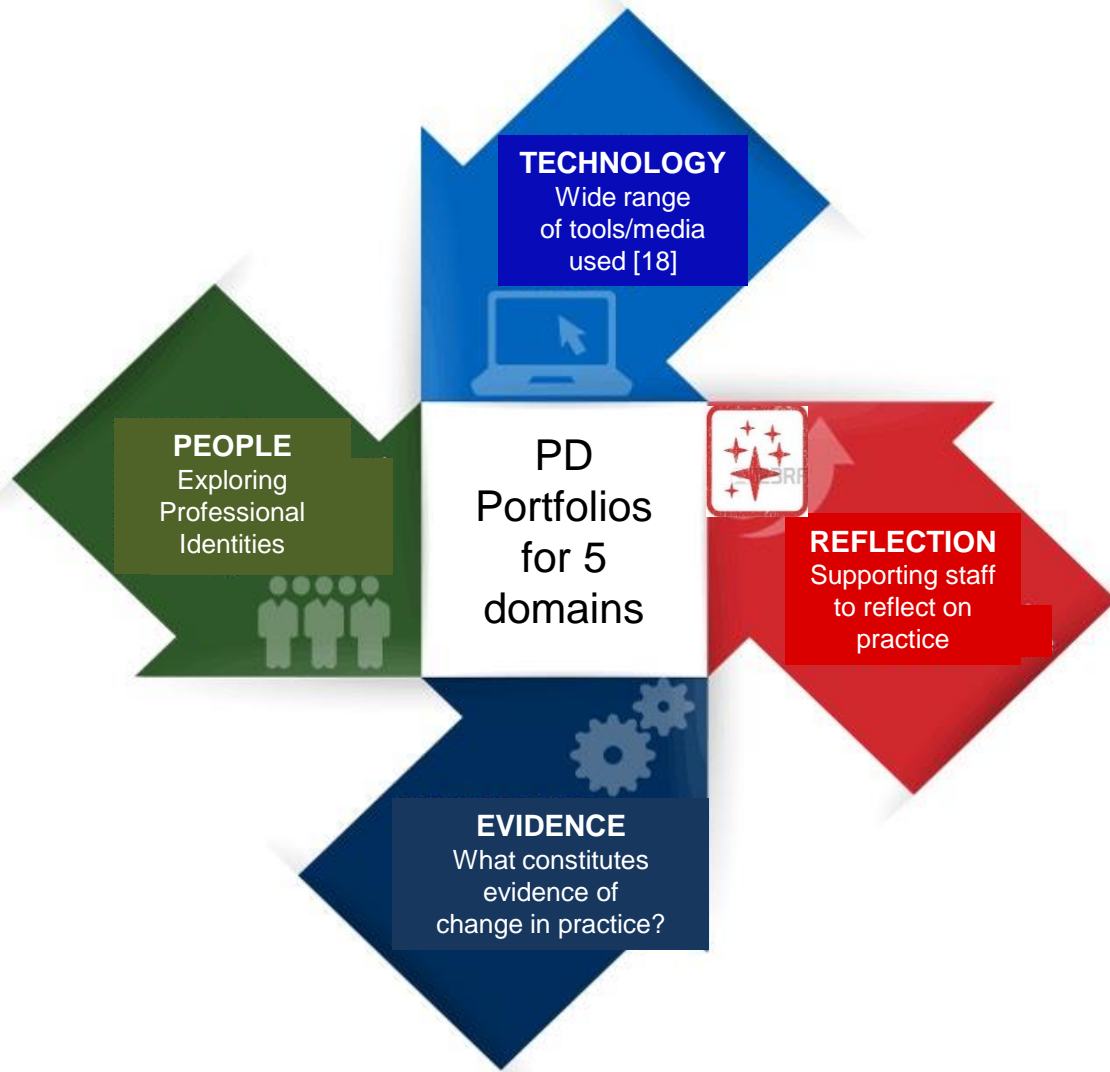




Domain 4: what is evidence of change to assessment practice?

“Is an example of my assignment brief, marking criteria enough evidence for the PDF or do I need to have that verified or validated by an external source? Or is it enough for me to say, ‘Here’s good evidence of my professional skills in this domain, I wrote this brief and the marking criteria for my students.’”

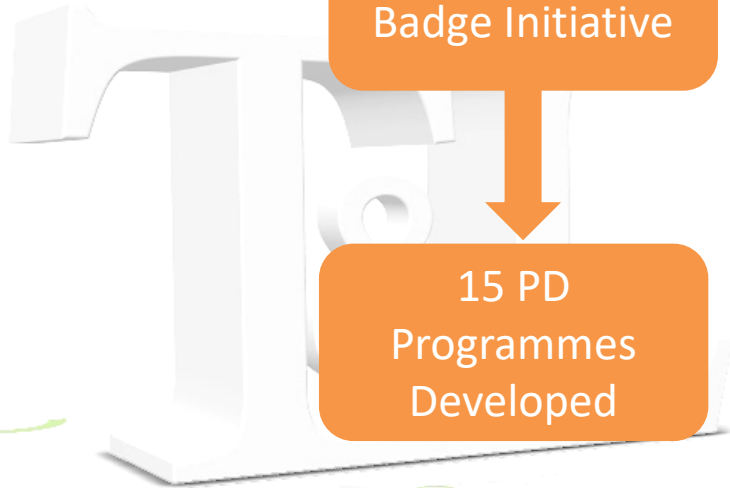
“There are further opportunities that can be taken - for example encouraging peers to give feedback to each other on lectures, bringing in a ‘2nd examiner’ exercise for assessments or a 360 degree review.”



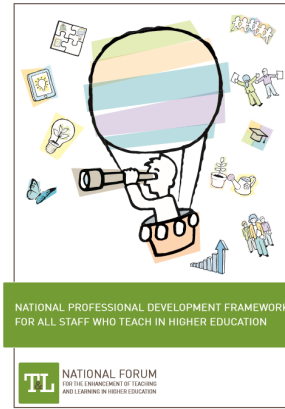
"The PDP has offered us the invaluable opportunity to reflect on our experiences and development, as well as the skills and knowledge that we have gained over our professional lives so far.

The PDP encourages us to consider our knowledge and skills gaps and barriers in teaching and assessment - perceived or actual - that influence our daily interaction with students in a classroom. We do not often take the time to reflect on the positives; the PDP makes me feel very positive about me!"





non-accredited PD opportunities





National PD Digital Badges

PD Reflective Practice

- Commitment to professional development
- Reflective practice in teaching & learning

Teaching Skills

- T&L strategies for new lecturers
- Getting started with online teaching
- PG Research Supervision
- Mentoring Essentials in T&L

Specialist Expertise

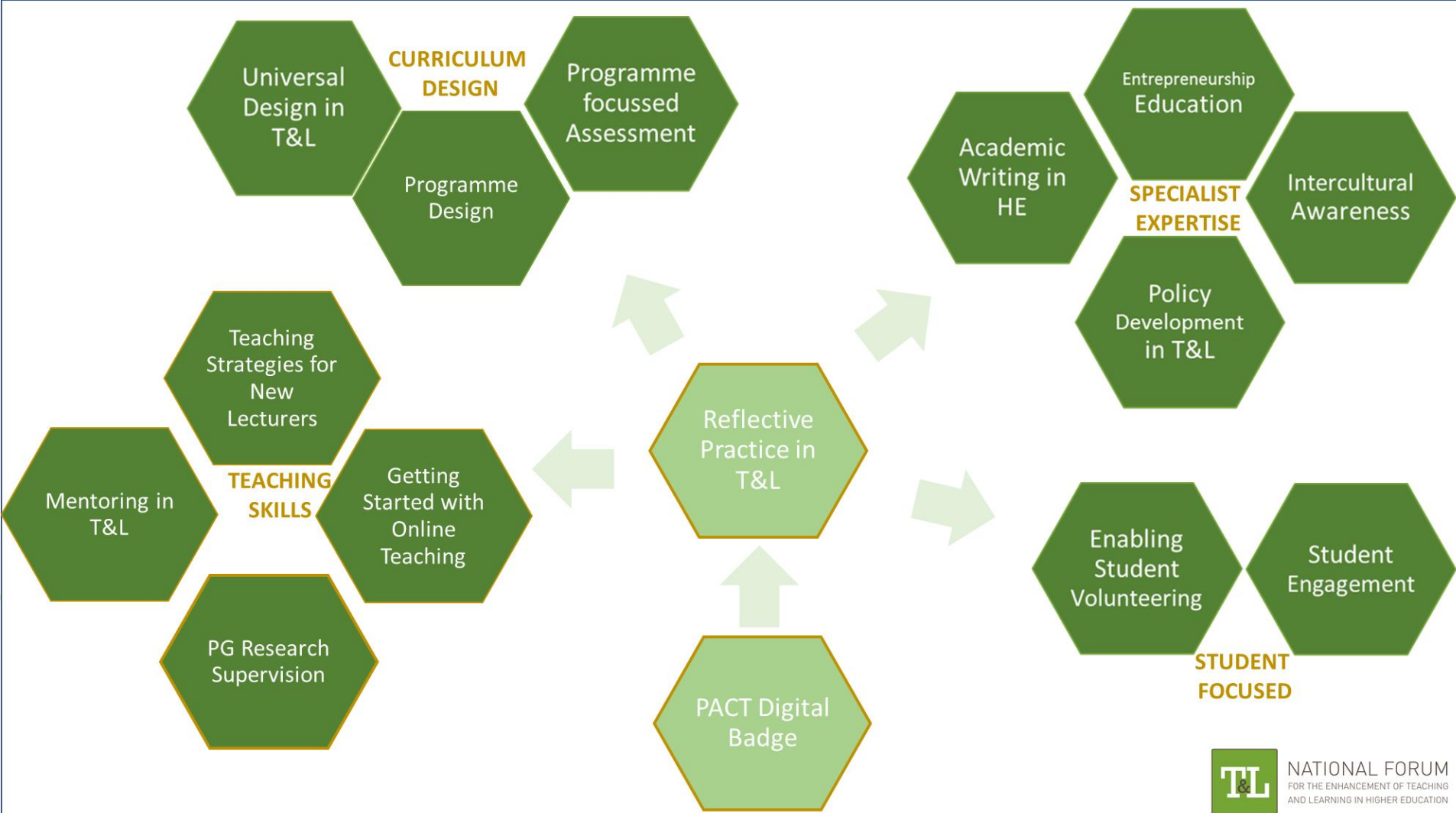
- Policy development for T&L
- Entrepreneurship education
- Academic writing in HE
- Developing intercultural awareness

Curriculum Design

- Programme design
- **Programme-focused assessment**
- Universal design in T&L

Student Focused

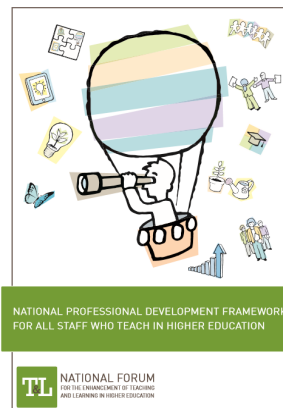
- Enabling student volunteering
- Student engagement



National PD
Badge Initiative

15 PD
Programmes
Developed

Workshops for
Facilitators
October 2017



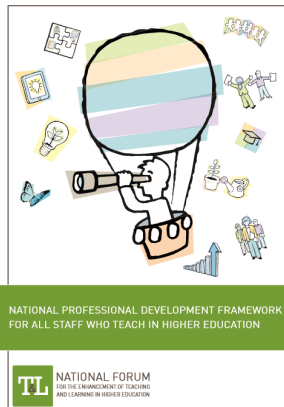
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National PD
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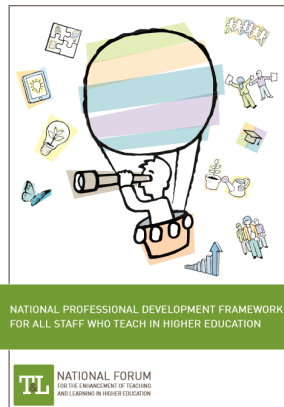


Initial National
PDF
Implementation

National
Seminar Series
2017/18



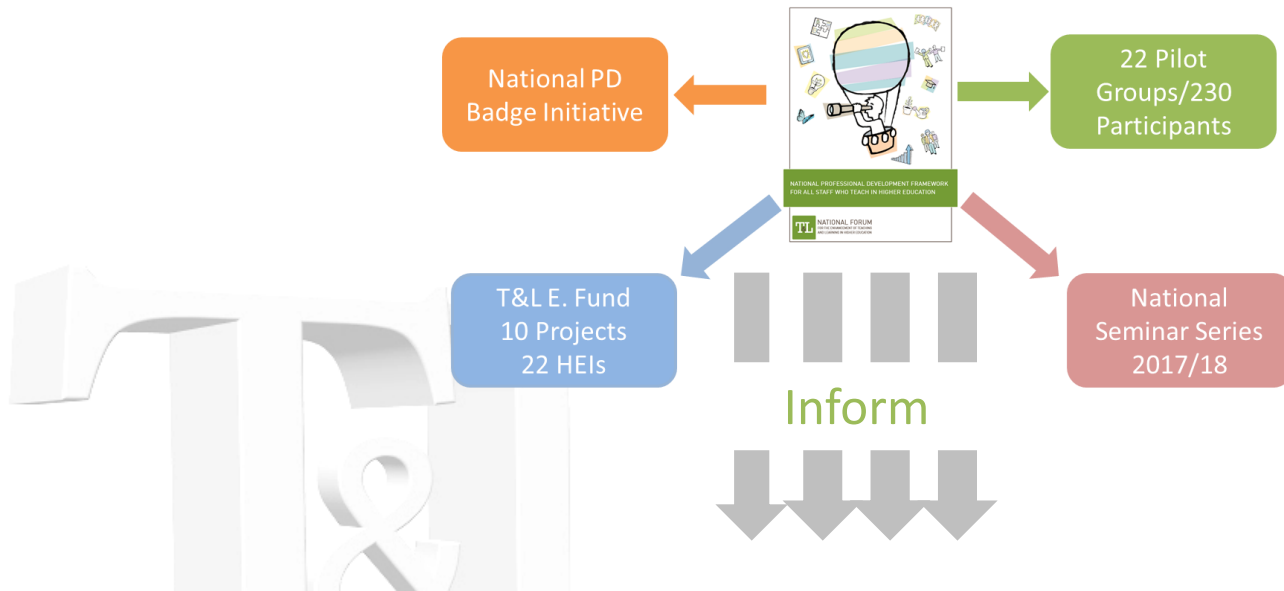
National PD
Badge Initiative



Initial National
PDF
Implementation

National
Seminar Series
2017/18





- **PD Portal:** Resources to support all staff who teach to engage with the PDF
- **A National Professional Recognition Framework:** forming a community of practice across the sector to bring together staff passionate about T&L to share good practice, innovations, collaborate, celebrate achievement, debate issues, learn new skills, participate in pedagogic research...thus driving forward the delivery of the highest quality of T,L&A through a culture of collegiality and continuous professional development.

Disciplinary Excellence in Learning, Teaching and Assessment (DELTA)



- Teaching and learning enhancement requires systematic, coherent, creative planning and development of assessment approaches within a programme.
- The discipline group's assessment policies and procedures should highlight their commitment to a student-centered approach to assessment and feedback: developing students' abilities to peer-review and self-monitor so they can regulate their own learning and demonstrating a commitment to students as partners in Assessment OF, FOR and AS Learning.



trick-or-treat **HALLOWEEN** homework pass



Question (for staff):

What are the challenges and enablers for staff in developing their PD in assessment?

Question (for students):

What are the challenges and enablers for students in developing their own assessment literacy?

i.e. their knowledge, skills around their assessment requirements

