

ICT Learning & Teaching Student Experience and Engagement & Collaborative Assessment

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Overview

- ACER intro
- 1. Examining student surveys;
particular findings re. ICT:
 - AUSSE
 - UES
 - CEQ
- 2. Improving assessment through collaboration
- A couple of extras (Grad Capabilities, WIL)

HE Research @ ACER

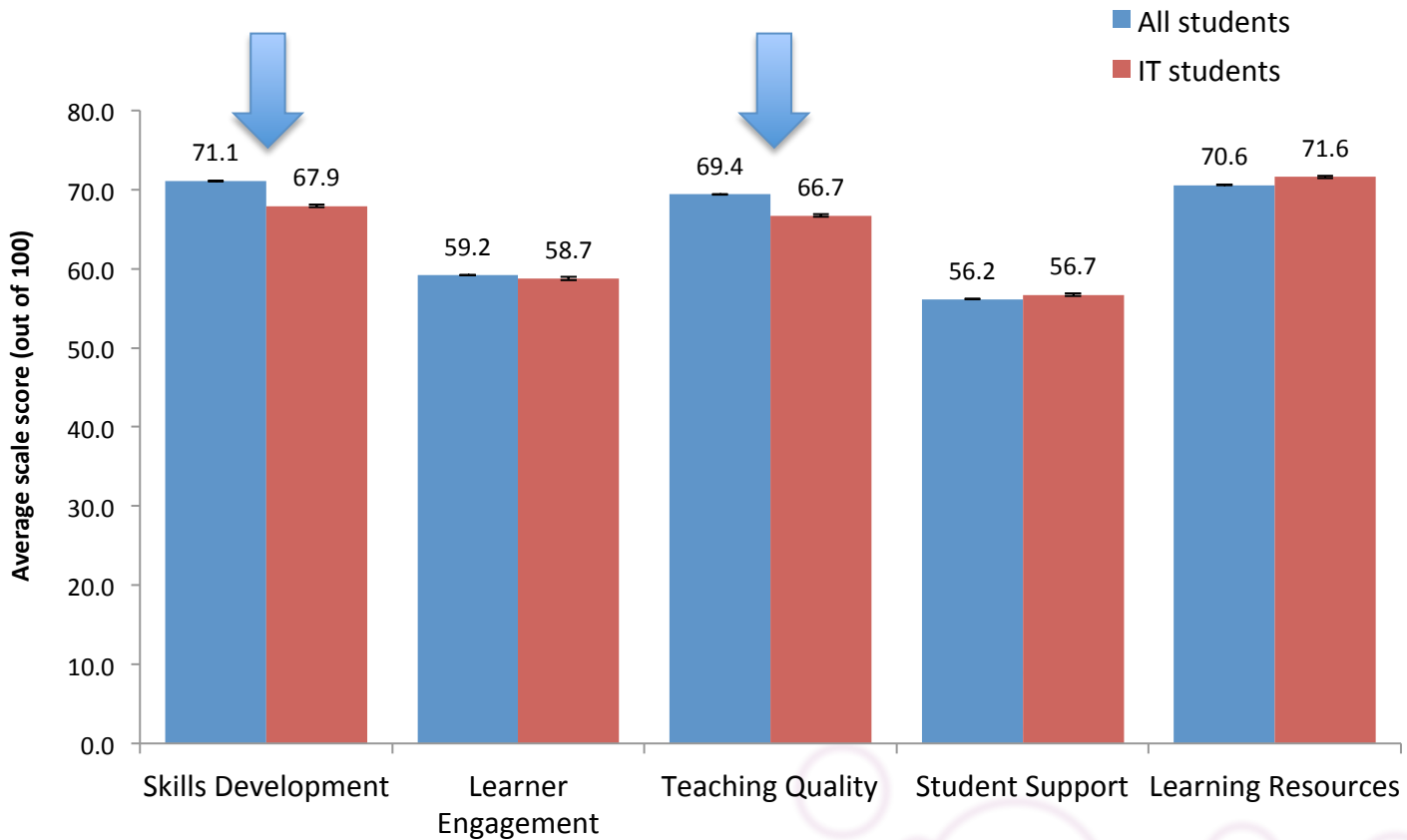
Areas of Work		
Assessment	Surveys	Policy Research
Shared assessments Collaborative Development Learning Outcomes Capacity building in institutions 'Future thinking' - innovation in assessment	Engagement and experience of students and staff Graduate intentions and destinations Transitions to tertiary education Evaluation of program, process, policy & quality Benchmarking	Transitions and pathways (linked to selection and equity) Assessment measurement and quality System growth and monitoring change Indigenous access and learning International student issues (esp. mobility) Student outcomes - 'learning' and 'career' Benchmarking for institutions and systems
Core Strengths		
<p style="text-align: center;"> Independent, not for profit Emphasis on communication and relationship building Institution, regional, national and trans-national work High level statistical expertise: Psychometrics, sampling Multidimensional analyses, synthesis of data Ability to design, deploy, analyse and report Synthesis of multiple data sets to explore complex issues Well developed deployment platforms Focus on quality and practically useful outcomes </p>		

ICT Students – Survey Snapshots

- AUSSE –
Australasian Survey of Student Engagement
- UES –
University Experience Survey
- CEQ –
Course Experience Questionnaire

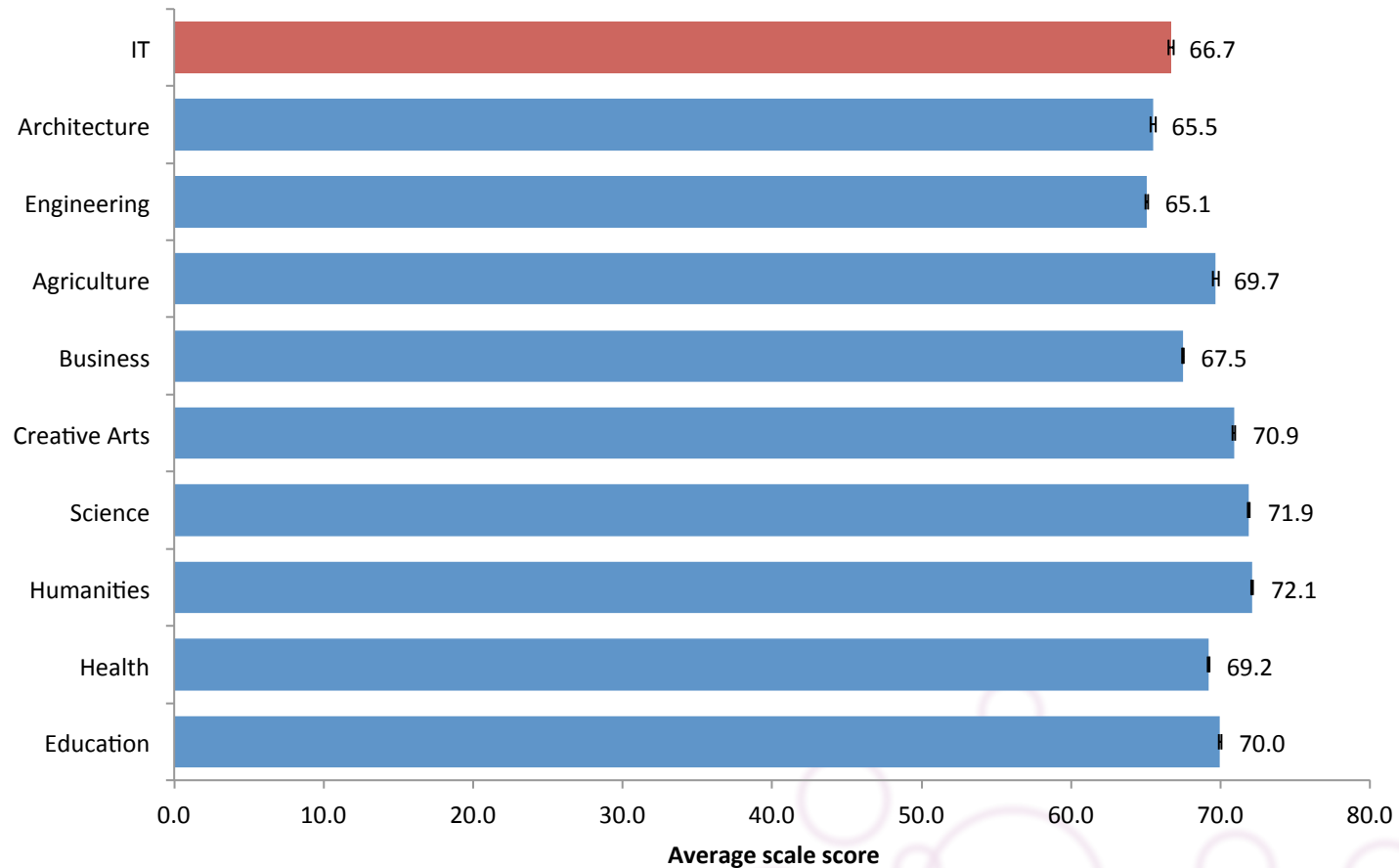
Overall

UES Scale Scores – ITC vs Overall Average (2012)



Teaching

- Teaching Quality (as measured in UES) 8th of 10 fields



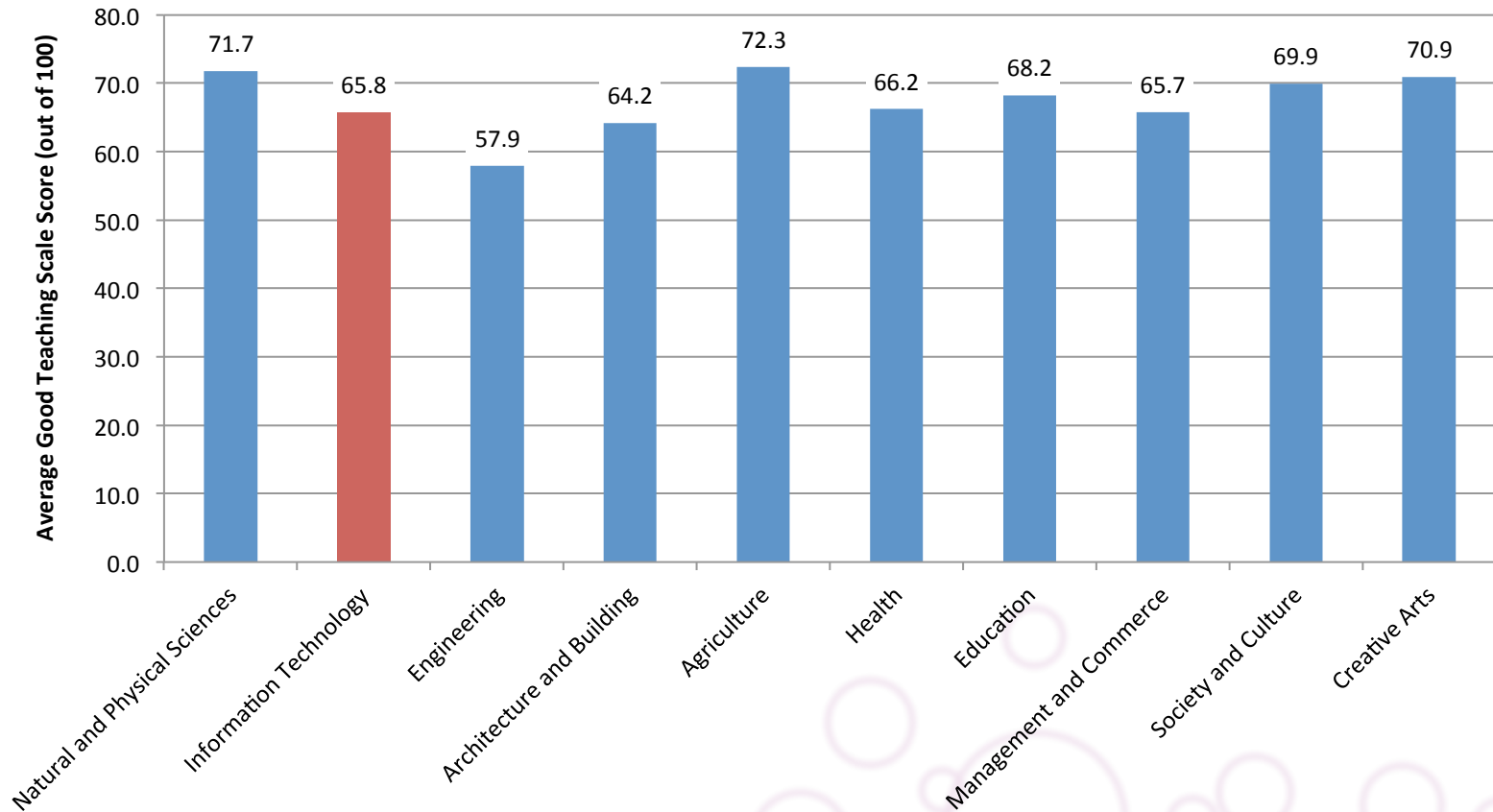
Teaching

- (UES 2012) During the year, teachers frequently...

	IT	All
Stimulated you intellectually	57%	65%
Engaged you actively in learning	57%	63%
Demonstrated concern for student learning	54%	59%
Set assessment tasks that challenged you to learn	69%	73%
Seemed helpful and approachable	65%	68%
Provided clear explanations on coursework and assessment	63%	65%
Commented on work in ways that help you learn	50%	50%

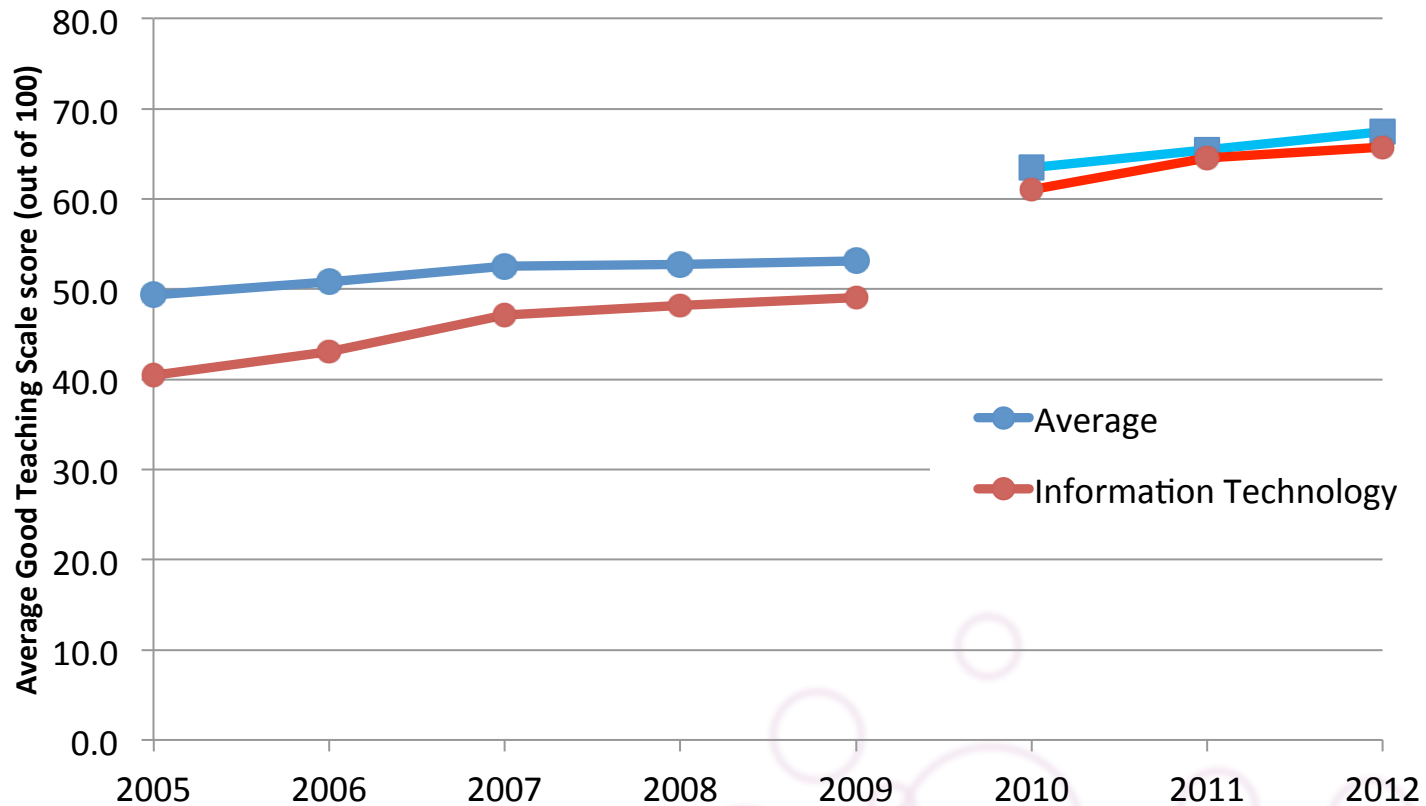
Teaching

- Reflecting on teaching
CEQ Good Teaching Scale 2012, 7th out of 10 fields



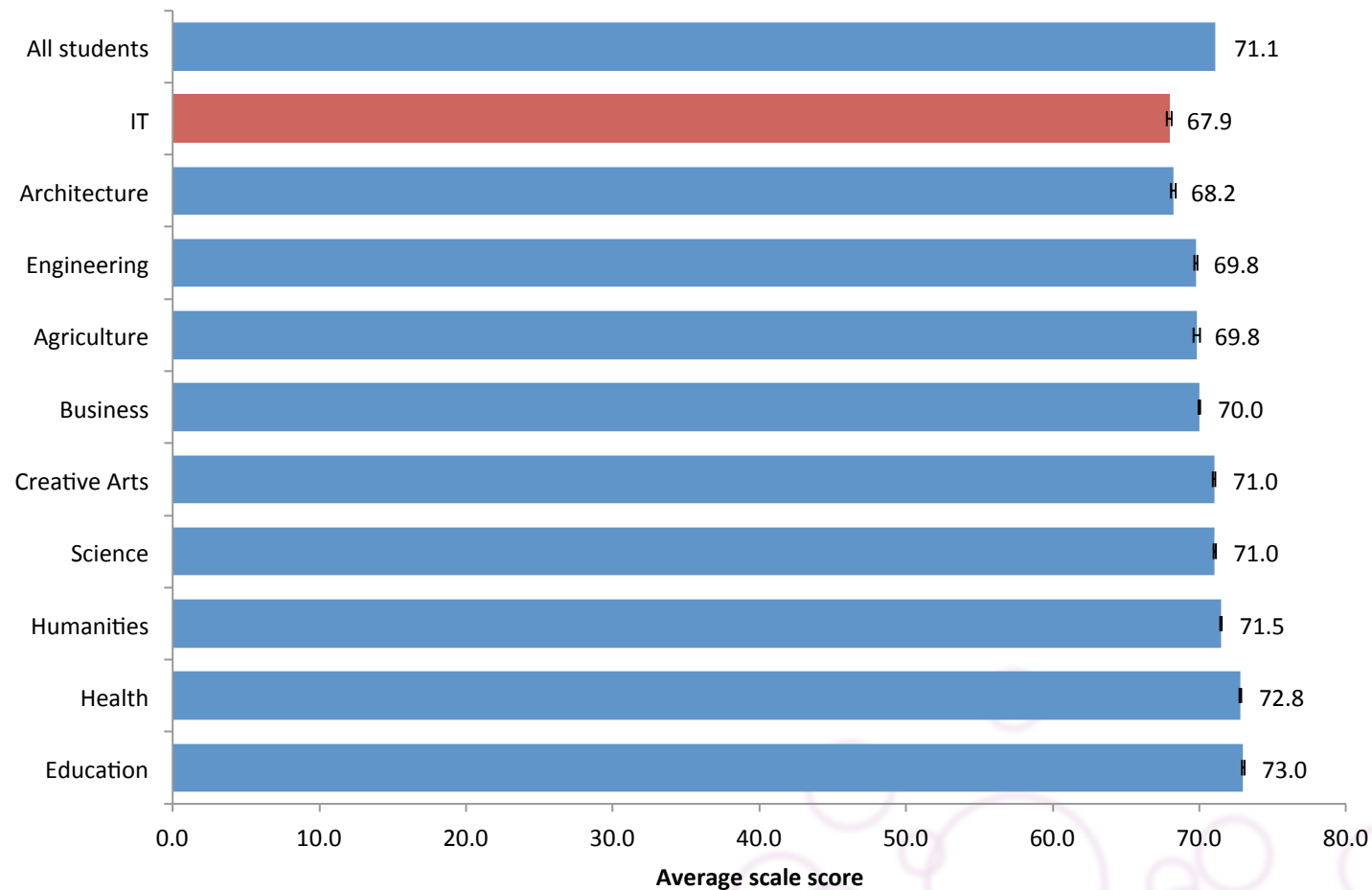
Teaching

- CEQ – ‘score’ increasing and ‘closing the gap’



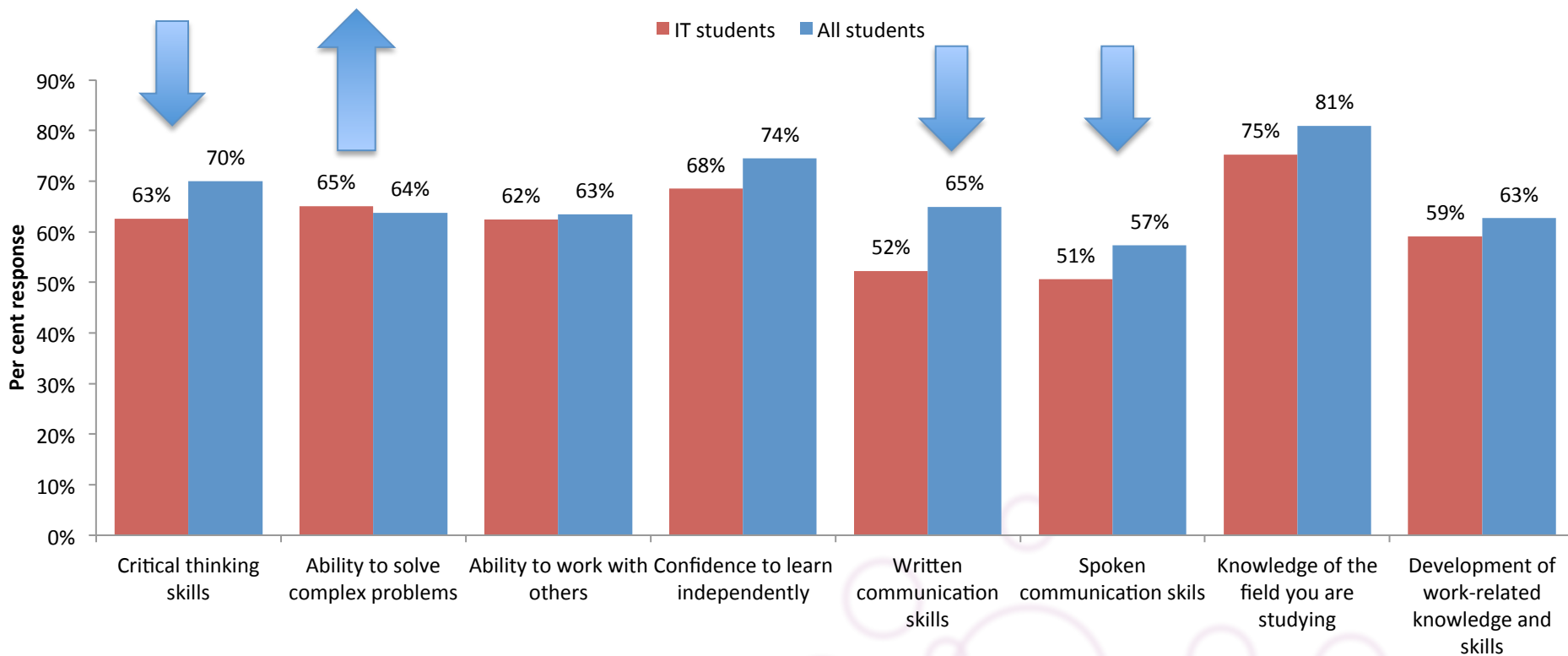
Learning

- Skills Development scale from UES (10th of 10 fields)



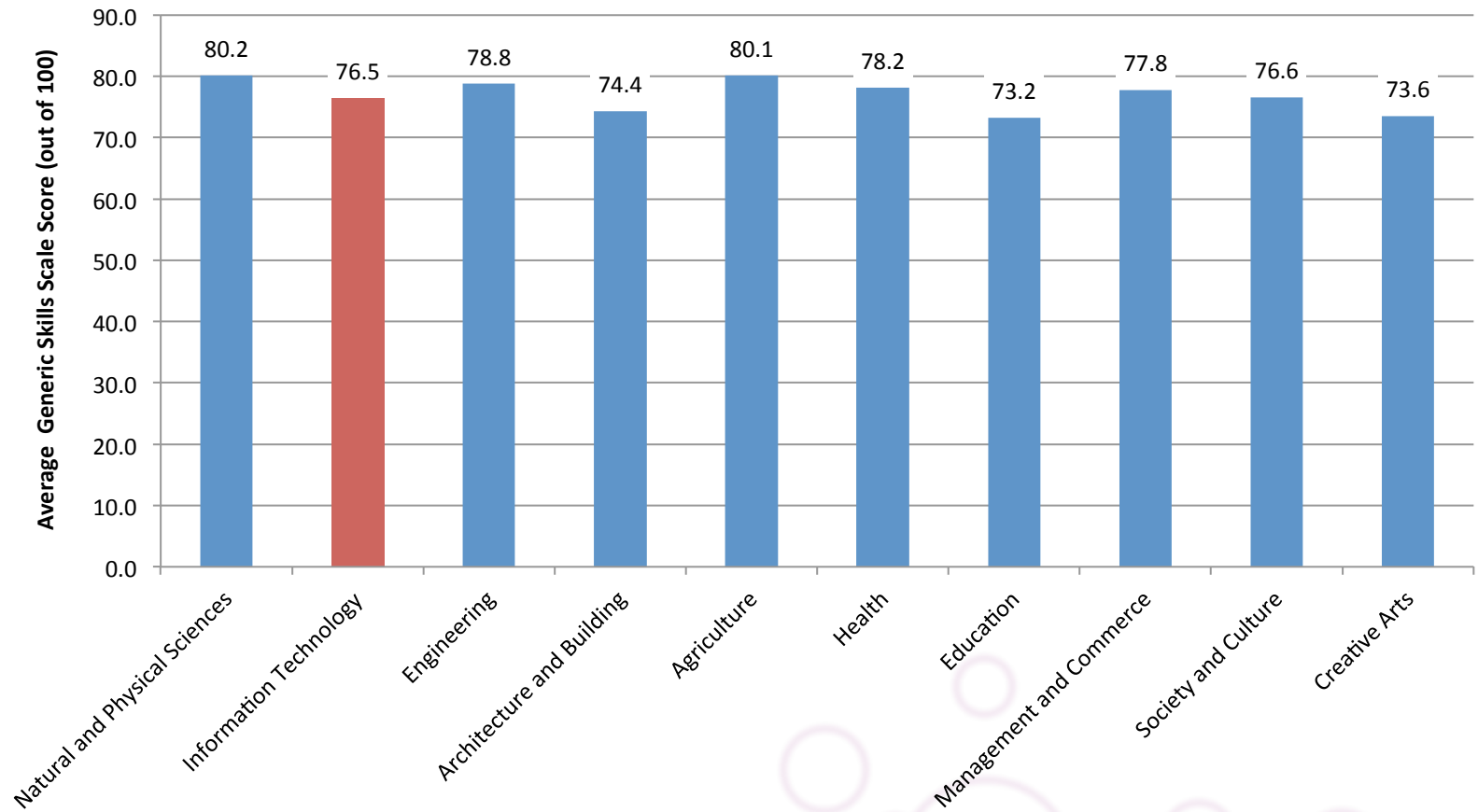
Learning

- Skills developed
(% students responding quite a bit or very much)



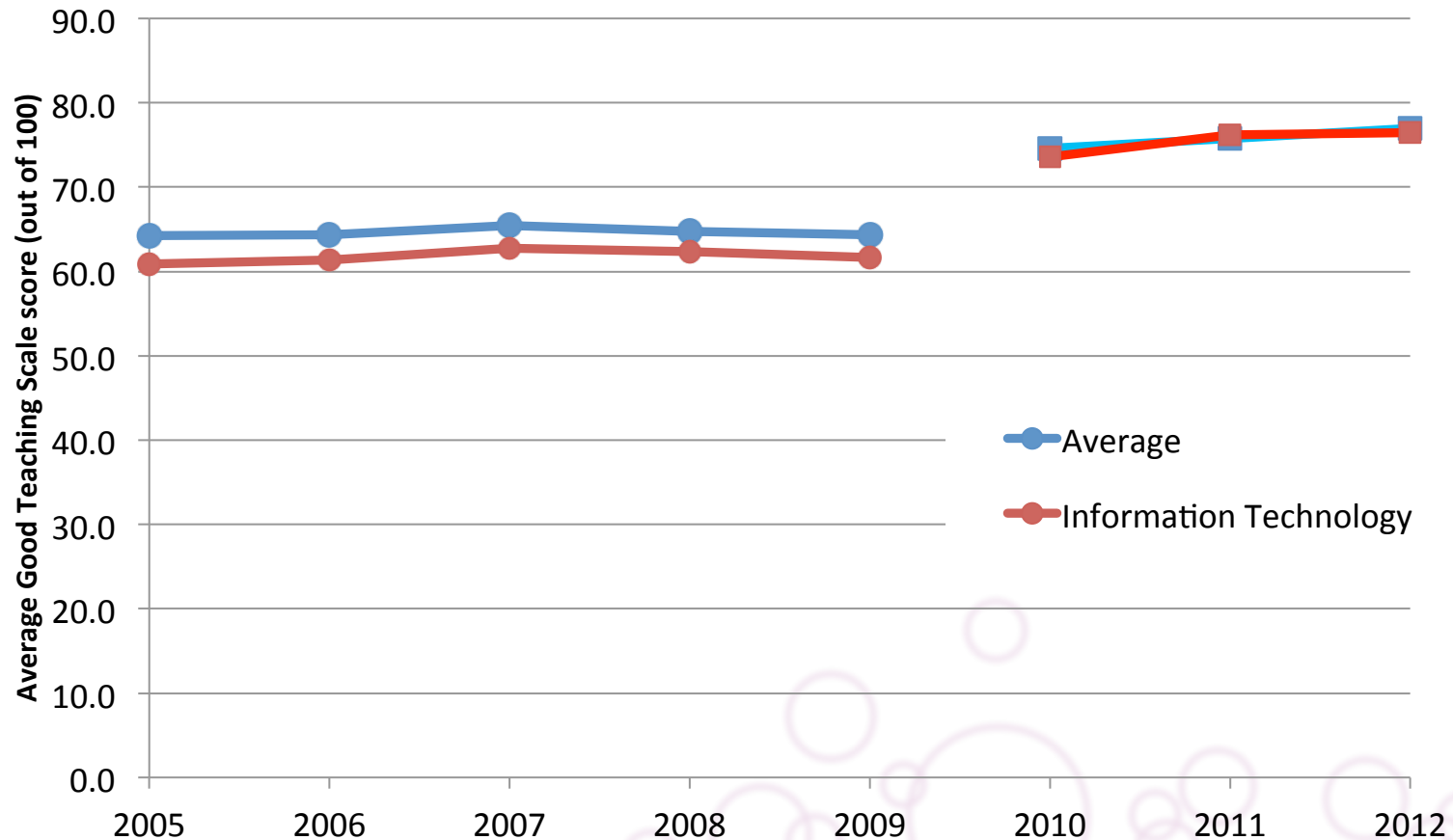
Learning

- Generic Skills (CEQ) 7th of 10 fields



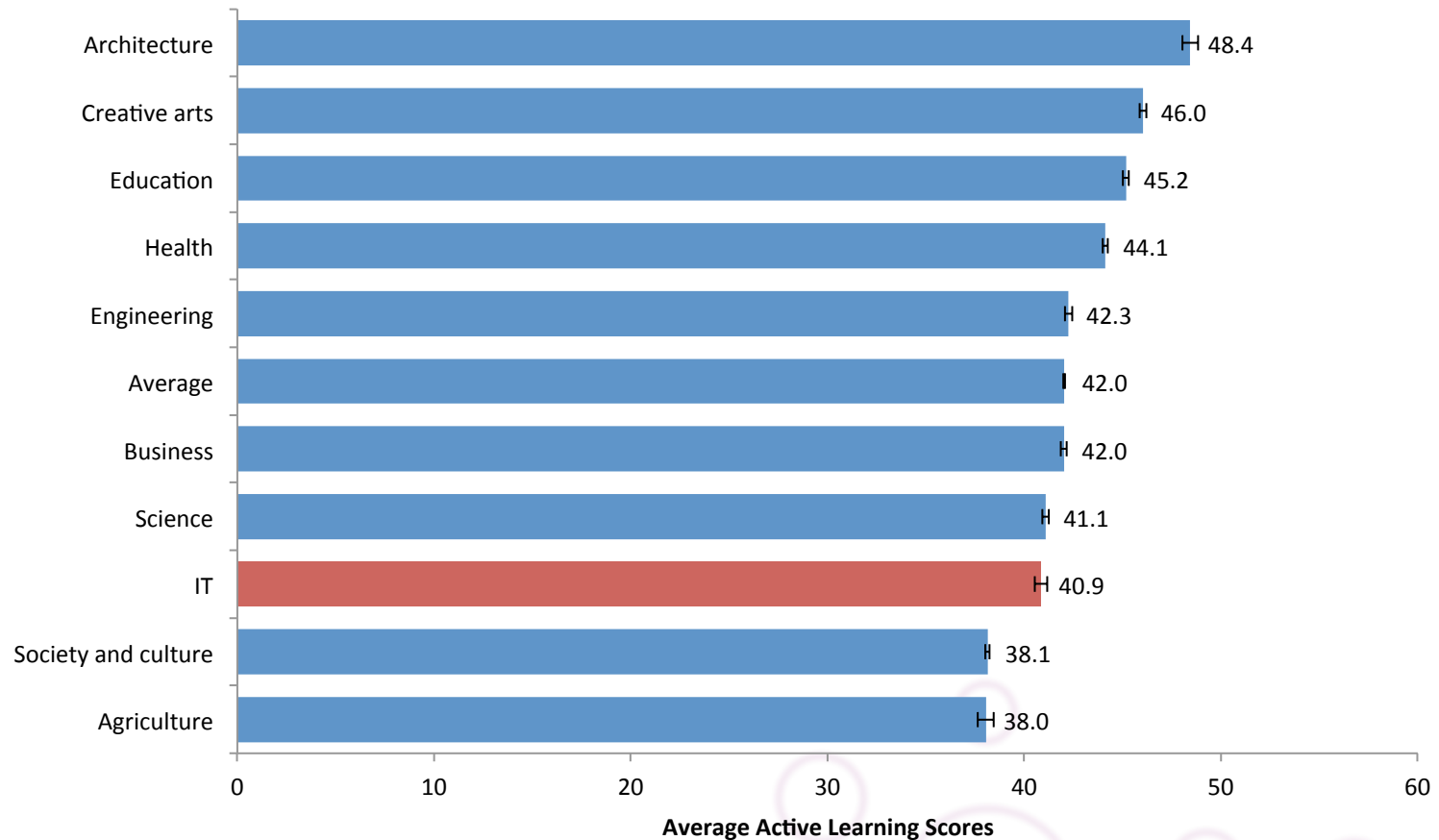
Learning

- Generic Skills (CEQ)
 - consistent and not substantially different



Learning

- Active Learning scale – AUSSE (8th of 10 fields)



Learning

- Active Learning – % students ‘often or very often’...

ICT doesn't compare well:

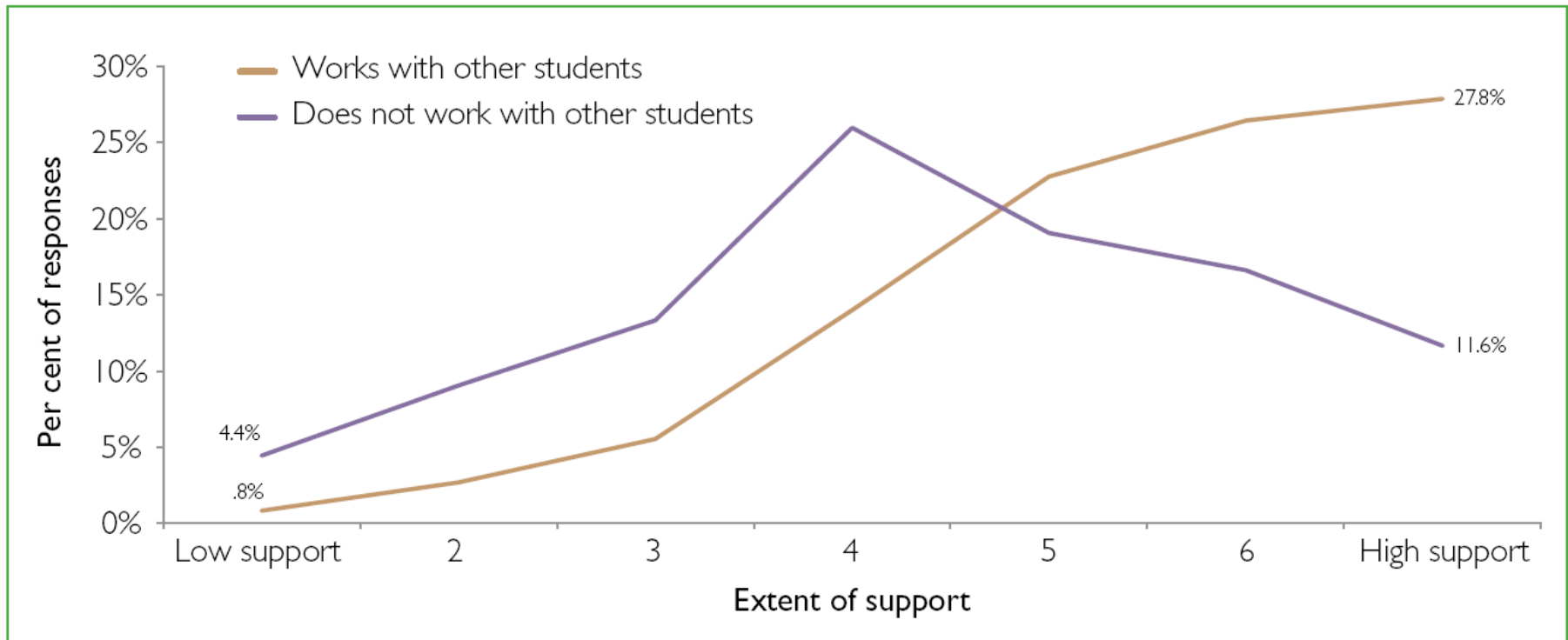
	IT	All
Asked questions or contributed to discussions	49.7%	57.7%
Discussed ideas from classes with others	46.2%	54.2%
Made presentation	37.4%	39.7%
Participated in community-based project	13.4%	14.8%

ICT compares well:

	IT	All
Tutored other students	18.9%	12.4%
Worked with students outside class	58.0%	52.3%
Worked with students during class	56.9%	51.4%

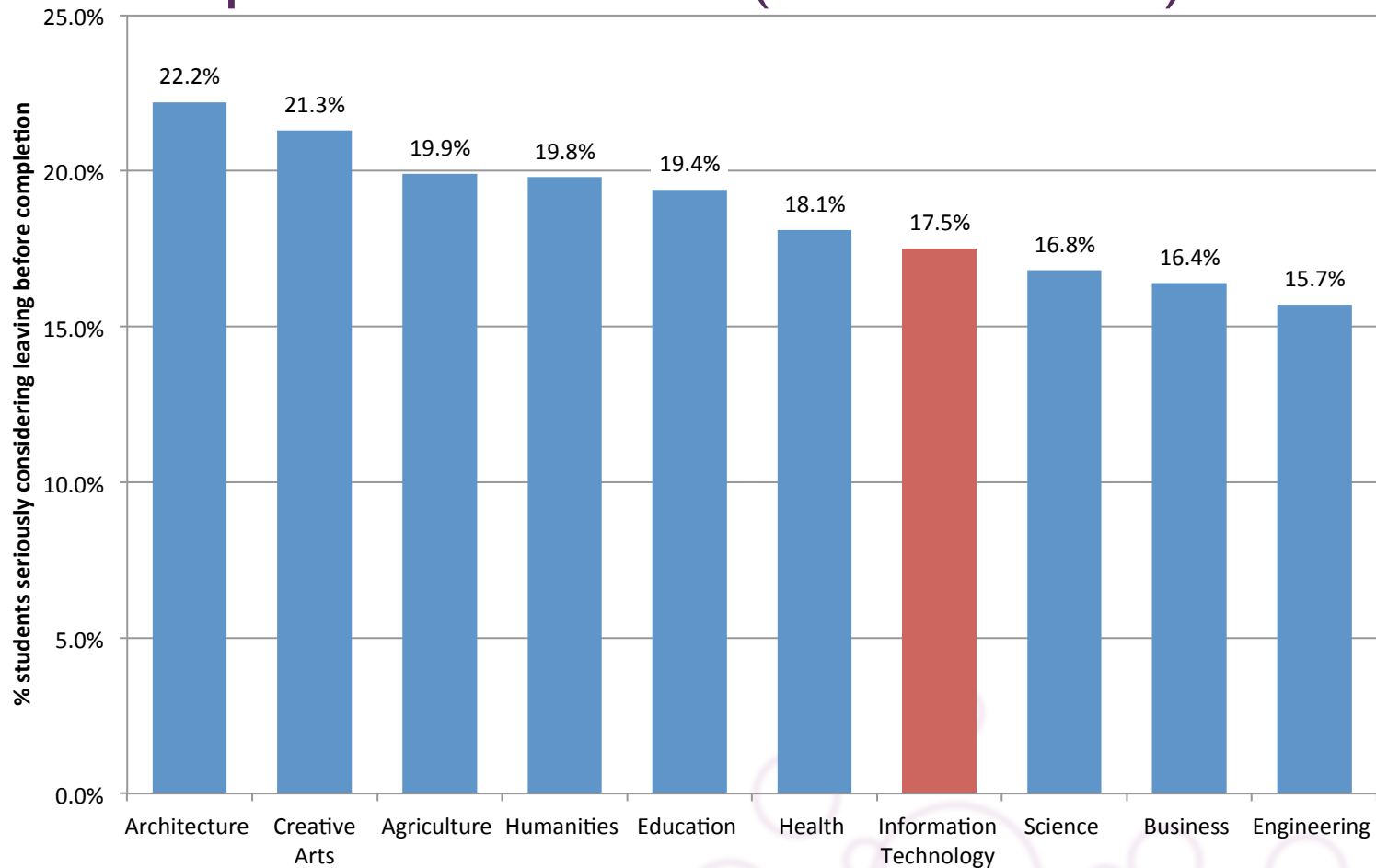
Learning

- AUSSE – working with students = feel supported



Retention and completion

- UES – Departure intentions (4th of 10 fields)



Retention and completion

- UES – Departure intentions: reasons cited

IT students		Rank (IT)	Rank (all)
Expectations not met	37%	1	1
Boredom	32%	2	6
Quality concerns	29%	3	8
Academic support	21%	4	7
Health or stress	21%	5	2
Career prospects	21%	6	10
Workload difficulties	19%	7	5
Need to work	18%	8	-
Financial difficulties	18%	9	3
Personal reasons	18%	10	9

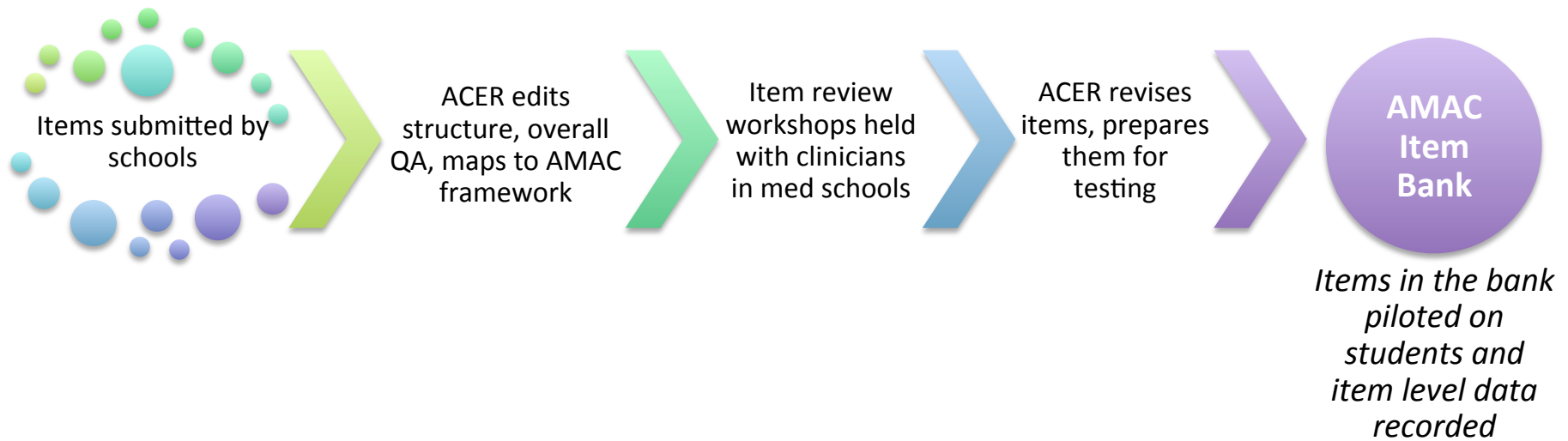
Improvement through assessment

Common, collaborative assessment approaches

- Assessment often seen as an ‘end-point’, but can be used to improve teaching and learning in numerous ways.
- ACER research team keen to help projects relating to common assessment development and implementation.
- Demonstrated through Medicine, also working on engineering. Model has potential for wider use.

Improvement through assessment

- AMAC Item Development Model

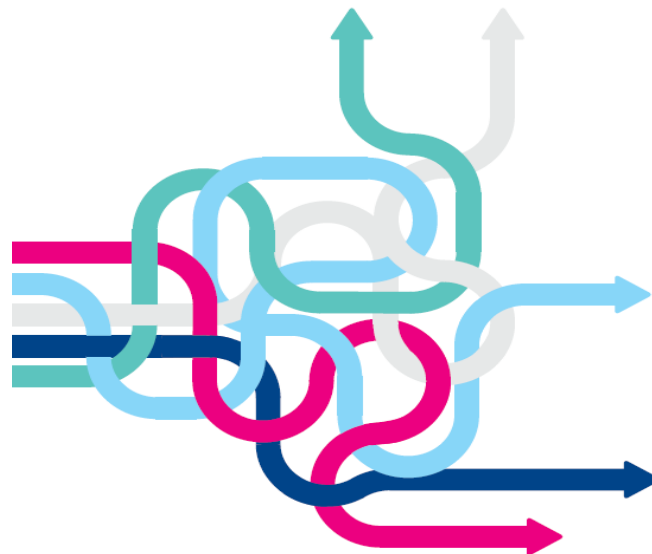


Improvement through assessment

- Outcomes:
 - Improve capabilities in assessment development
 - Improved collaboration between schools
 - Improved assessments
 - Benchmarking potential for schools (self regulation)
 - Detailed feedback for students
- See www.acer.edu.au/AMAC

Other initiatives

- **Graduate Employability – OLT project**
 - How universities can best support students to develop generic skills: Enacting strategies for graduate employability
 - Curtin, ACER, NMIT, Uni Sydney, Uni Melbourne, Flinders
 - Sarah.Richardson@acer.edu.au or Philip.Mackinnon@acer.edu.au



Thanks

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www.acer.edu.au/highereducation