

# Evaluation Report

## Learning for Life Enhancing Teaching Practice: Teaching Support Program (Pilot)

August 2015

### Executive Summary

The Teaching Support Program (TSP) was initiated under the auspices of ACU's Learning for Life (L4L) Project. The pilot version of the TSP was delivered over a 7- week period for the Faculty of Theology and Philosophy between 1 June to 13 July 2015.

The TSP comprised three interrelated elements:

1. hour webinars delivered consecutively over 4 weeks
2. An accompanying TSP LEO site
3. 3 consecutive weeks of coaching / mentoring on completion of the webinar sessions.

### Evaluation results

The evaluation results for the Teaching Support Program (Pilot) from both participants and observers clearly indicate that the pilot was a success and that the program:

1. met the project brief of the academic lead and project sponsor
2. scored a mean rating of 4.83 out of 5 for effectiveness with respect to the overall *structure* of the TSP pilot
3. scored a mean rating for achievement of each of the Program Learning Outcomes (PLO) of:

PLO 1	PLO 2	PLO3	PLO4	PLO5	PLO6	PLO7
4.83	5.00	4.83	4.50	4.33	4.50	3.83

The mean rating for achievement of all Program Learning Outcomes in the Teaching Support Program (Pilot) was **4.67 out of 5**, indicating that the respondees believed the PLOs were achieved to a high degree.

### Recommendations

#### A. Delivery Approaches

While participants rated the structure of the pilot program (webinars + coaching/mentoring sessions + TSP LEO site) as successful, nevertheless, it is recommended that additional delivery approaches also be explored in a subsequent pilot with larger faculties.

These delivery approaches include:

1. A **flipped classroom** approach, with participants viewing recorded webinars and completing follow up tasks, prior to attending a live classroom for extended learning activities and opportunities.
2. **Interspersing webinars with the coaching/mentoring sessions.** This structure would provide added incentive to participants to complete their pre- and post-session tasks and activities.

## **B. Professional Development & Recognition**

It is also recommended that the LTC and the Faculties consider how:

3. The **TSP could be integrated** with other LTC and Faculty professional development programs
4. **Staff can be granted recognition** for participation in the TSP for performance review and/or promotion purposes.

## **Evaluation Report Authors**

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18 August 2015

## **Approval for distribution**

This evaluation report has been approved for distribution by Associate Professor Dr Robyn Horner, Associate Dean (Learning and Teaching), Faculty of Theology and Philosophy, Learning for Life Academic Lead & Project Sponsor.

25 August 2015

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## Overview and background to the project

The Teaching Support Program (TSP) was initiated under the auspices of ACU's Learning for Life (L4L) Project and evolved during Learning for Life Implementation Days and subsequent project planning meetings conducted in March & April 2015.

The TSP was one of four L4L projects proposed under the *Enhancing Teaching Practice* theme and endorsed by the Associate Deans (Learning and Teaching).

The academic lead and project sponsor for the Teaching Support Program is Associate Professor Dr Robyn Horner, ADLT, Faculty of Theology and Philosophy.

The initial aims of the TSP were to meet the operational needs of Faculty of Theology and Philosophy (FTP) in the:

- planning and development of new units
- incorporation of technology into existing units to enhance student learning
- teaching in online environments such as ACU's Learning Environment Online (LEO)
- continuous improvement of existing units based on the outcomes of course/unit reviews, peer observation/review or Faculty quality assurance processes
- fostering of collaborative unit design approaches within, and where appropriate, across Faculties.

A series of consultation sessions occurred between the ADLT, the FTP and the L4L *Enhancing Teaching Practice* Project Facilitators between 11 May to 21 May 2015 to refine the aims and develop learning outcomes, content and delivery modes for the TSP.

A full record of the planning and development process is documented on the [Learning for Life SharePoint site](#).

The selection of staff to participate in the program was coordinated by the FTP.

In addition, one (1) observer from each of the Faculties of Theology and Philosophy, Education and Arts, Health Sciences, Law and Business and the LTC were invited to attend to act as reviewers and 'critical friends' and have input into the webinar sessions based on their area(s) of expertise in learning design.

The Flexible e-Learning Coordinator, FTP, not only acted as an observer but also contributed to the design of the program by reviewing drafts of the structure, offered suggestions about content and learning activities, provided access to FTP-specific resources, provided constructive feedback on sessions and was active in the webinars as an e-moderator.

While it was originally envisaged that the TSP would be piloted in only one faculty (FTP), participation in the pilot was extended to the Faculty of Education and Arts (FEA) who requested the inclusion of two members in the pilot. Including observers there were three staff from FEA who enrolled in the pilot program.

Prior to delivery, the program content and structure was approved by the ADLT, FTP.

The pilot version of the TSP was delivered over a 7- week period for the Faculty of Theology and Philosophy between 1 June to 13 July 2015.

## Program outcomes, structure and delivery modes

During the developmental phase, the TSP underwent a number of iterations leading to the identification of seven (7) key Program Learning Outcomes.

Refer to **APPENDIX 1** for a detailed overview of the program structure, program and session learning outcomes and content.

The program had three elements:

1. 1 hour webinars delivered consecutively over 4 weeks
2. An accompanying TSP LEO site
3. 3 consecutive weeks of coaching / mentoring on completion of the webinar sessions.

### Webinars

The webinars provided the participants with:

- activities to undertake as preparation for participating in the webinar series
- information, principles and concepts to address the program and session-specific learning outcomes
- opportunities:
  - for interaction with structured learning activities in a group learning environment to explore various aspects of learning design
  - for dialogue with presenters and fellow participants to discuss issues related to the content covered in each session
  - to be exposed to features of Adobe Connect and additional apps and web-based tools the participants can use in the teaching of their units
  - for the presenters to model good teaching practice and elearning facilitation skills using 'virtual classroom' environments
- post-session learning activities to consolidate learning and as preparation for the subsequent session.

### TSP LEO site

The accompanying *Teaching Support Program* LEO site aimed to model good practice when designing and developing programs using a blended learning delivery approach and contained:

- rationale/purpose by way of a video introduction to the program presented by the ADLT, FTP
- the program and session learning outcomes
- a full recording of the session webinar
- a copy of the webinar presentation in PDF format
- activities that were completed during the webinar
- resources for each session, including videos, sites, books & articles, tools, aids & checklists
- post-session tasks to be completed as preparation for the next session.

## Coaching/Mentoring sessions

For the coaching/mentoring sessions, outcomes were negotiated with the participants, either as a small group, in pairs or individually. Knowledge and skill acquisition was dependent on the participant's own specific needs with respect to where they were with the design stage of their unit(s). Mentoring was provided by the L4L Program Designers / Facilitators/, or in the case of the Faculty of Theology and Philosophy, with the support of the Flexible E- Learning Coordinator.

## Program Designer/Facilitator comments

### Continuous Feedback

Throughout the delivery of the pilot, the program designers/facilitators sought informal feedback from participants and observers after each of the webinars. This follow-up via phone calls and/or emails was vital in gauging participant satisfaction with the content & learning activities of each session, the presentation styles of the facilitators, the pre & post session activities and their access to, and use of, the TSP LEO site.

This ongoing dialogue with observers and participants provided opportunities to implement some important changes to the program during the pilot phase such as including extra resources on the TSP LEO site, the addition or modification of webinar content & learning activities or extending the time originally allocated to group discussions and provision of information about designing for active learning; a major focus of the pilot.

### Planning Investment

The time and effort allocated to the planning phase, including consultations with the ADLT and Flexible E- Learning Coordinator from FTP, our LTC Academic Developers and LTC & Faculty Educational Designers, was justified and is validated by the participant and observer comments and in the formal post-pilot participant feedback.

### Concurrent Design & Delivery

Due to the timeframe agreed for delivery of the TSP pilot, the program designers/facilitators were required to undertake session development and delivery concurrently. While not an optimal design situation, the combined knowledge and expertise of the program designers/facilitators meant that the critical weekly webinars were delivered on time and as planned. The accompanying TSP LEO site for each session was developed and/or updated and made available to participants within 48 hours of delivery of the webinars. This was critical because it provided participants with a full recording of the webinar, access to resources, learning activities and online tools discussed in the sessions and tasks to complete in preparation for the subsequent session(s).

### Early Endorsement

Early endorsement of the program content and presentation format came from the academic lead and project sponsor who provided this feedback during the planning phase and after the delivery of Session 1:

"Hi Meg,

of course, I will be happy to welcome the participants.

Delighted to see the wall [evaluators note: the 'virtual wall' designed using Padlet to capture participant expectations for the program] - what a fabulous idea! ...I am blown away at the quality of the work you guys are doing; thanks so much."

"Dear Peter and Meg

Thanks so much for the great start today and all the work you have put into the planning ...Good luck these next few weeks."

### Post-Webinar Debriefs and Feedback

After each session the program designers/facilitators debriefed and critically reviewed how, from their perspective as presenters, the session had been received by the participants. While there is always a level of self-criticism in these debrief sessions ... "Could have done that better", "Forget to mention...", the post-session follow-up with participants and observers allayed our concerns and, in fact, the feedback showed that the sessions had achieved two of our aims which was to:

1. model good teaching practice, especially team teaching and e-learning facilitation and moderation
2. demonstrate good practice in design and delivery of virtual classroom environments and for participants to be exposed to the various features of Adobe Connect such as presentations, chat, whiteboard, linkages to sites and how these can be integrated into a seamless, interactive, and engaging learning experience.

Webinars 1, 2 & 4 were delivered in the scheduled 1 hour time allocation. Webinar 3, with its focus on designing for active learning, ran 20 minutes overtime, although participants had prior warning that this was a possibility due to the amount of information to be presented and learning activities to be completed. The need for additional time for this webinar content will be reviewed for future delivery.

### Confirmation of Program Content

Based on our brief from the ADLT, FTP as project sponsor, it is the opinion of the program designers/facilitators that the key messages about constructive alignment, learning design (including writing good module/session learning outcomes), planning and designing learning activities and assessment processes that support active learning were achieved.

This is attested to by the observer and participant comments in the following sections of this evaluation report.

### TSP LEO site

The site was actively used by many of the participants to access resources, review webinars, etc., but it was disappointing that even with constant promotion of the TSP LEO site, four (4) FTP and one (1) FEA staff never accessed the site at any stage during the pilot.

### Coaching/mentoring sessions

While the incorporation of the coaching/mentoring component was viewed by the program designers/facilitators as a crucial element in the whole program, it was less effective than envisaged for several reasons:

1. the coaching/mentoring sessions clashed with school holidays; a time that traditionally many staff take leave
2. Semester 1 ended the third week of June and Semester 2 started second week of July that cut across the coaching/mentoring period, with some participants using the time to attend conferences or take personal leave
3. some participants were involved in teaching courses in 'intensive mode' such as Core Curriculum Winter School
4. focus of a number of the participants was on finalising Semester 1 student results and dealing with the administrative load that occurs in the period between semesters.

The original plan was to have either face-to-face or Adobe Connect meetings facilitated by the program designers (or a nominated LTC E-Learning Advisor) with groups in Melbourne, Sydney, Brisbane or Adelaide. These sessions were scheduled for the participants to share their experiences in designing their LEO units, to help with planning learning activities or use the time to discuss the application of learning design principles presented in the webinars or just to review work or provide guidance on the use of LEO tools or third party online tools.

An email was sent to participants (See **APPENDIX 2**) asking them to provide a list of learning design tasks/questions to identify how the program designers/facilitators could assist them with the build/redesign of their LEO unit(s).

Due to the reasons stated above most of the coaching/mentoring was conducted via phone or email, although there were times when individual participants met face-to-face with the program presenters. As expected the participant's needs varied considerably.

The following are examples of the types of requests for assistance that the program designers/facilitators received during the coaching/mentoring period.

### Example 1

Detailed response to this request and direct hands-on support was provided by Flexible E-Learning Coordinator, FTP.

"I need help with the following tasks

- module design and inserting modules prepared in word into my LEO page
- tasks for students to undertake in preparation for class
- tasks for students to do in class
- quizzes
- setting up interactive groups within a bigger group
- setting up a page where feed back (sic) from smaller groups is inserted for all to see
- making my lecture notes more appealing and user friendly
- using images to make my unit more interesting and appealing.
- using video to make my unit more appealing
- I am slow tech learner but I want to keep on the inside of the technology"



## Example 2

Detailed email response to a participant to his questions about online teaching and use of specific technologies.

[Program designer/facilitator responses *in italics*.]

### **"Online teaching and learning: principles and practice**

*EPIGEUM – you now have access to this Teaching Online course*

### **Intensive units**

*Use the same Constructive Alignment process that we went through to ensure the design and content of the Intensive Days are in alignment with the Learning Outcomes for the unit. Additionally, review the Active Learning resources page in **Session 3** of our LEO site for ideas for face-to-face activities during the Intensive day so that maximum benefit can be gained from the on campus mode.*

### **Adobe Connect**

*[Participant FTP] have you attended any training offered by FTP on Adobe Connect? [Flexible E- Learning Coordinator, FTP] would have details of any training coming up in the future or may be able to provide some 1:1 on specific issues.*

*Meg found the following on YouTube which appear useful:*

*<https://youtu.be/7QaL1TtwBlo?list=PLyAugpFkDnNBqM4l0At0GQyax7qnCBRF> Playing video within Adobe Connect (only a few minutes long, but focuses specifically on using video in Adobe Connect.)*

*<https://youtu.be/VxY22lhbaH4> This video is American and brand agnostic, but in only 10 minutes it covers a number of different ideas and ways of using a Live Classroom tool (e.g. Adobe Connect).*

*<https://youtu.be/w5DCb0BWxQQ> Keeping Attendees Engaged in Adobe Connect. This is American also, and covers Adobe Connect specifically. It also is only 10 mins long and covers a number of ideas to keep learners engaged during a Live Classroom event.*

### **Use of 'forums' (esp QandA style recommended in FTP)**

*For both online students and those in 'intensive' units*

*<https://teaching.unsw.edu.au/moodle-forum> explanation of the different forum types in Moodle (LEO) including the Q&A type. I would also contact Kate who can advise which FTP staff are well-versed in the Forum Q&A approach*

*[https://www.lshtm.ac.uk/edu/elearning/moodleguides/tip-sheets/forum\\_types.pdf](https://www.lshtm.ac.uk/edu/elearning/moodleguides/tip-sheets/forum_types.pdf) Also an excellent resource for Moodle forum types*

### **Group work assessment**

*This is sometimes set for units – I AM USING IT FOR FIRST TIME IN SEM 2, 2015*

*This is an assessment hot potato!! First, it is vital to read and be cognisant the ACU Assessment Policy with respect to group work – Section 4: Assessment design - 4.5 Design of group assessments.*

*[http://students.acu.edu.au/administration\\_and\\_enrolment/handbooks/handbook\\_2014/general\\_information/assessment\\_policy](http://students.acu.edu.au/administration_and_enrolment/handbooks/handbook_2014/general_information/assessment_policy)*

*Critically group work assessments need to be moderated to get the best results. Dr Kristina Everett on the ACU Assessment website has collated the following resources about assessing group work:*

- *[Assessing group assignments](#) – Deakin University*
- *[Assessing group work](#) - Centre for the Study of Higher Education*
- *[Assessment](#) - University of Sydney*
- *[Moving towards common criteria](#) – assessing creativity"*

[Follow-up by participant]

*"Dear Peter and Meg*

*Many thanks for this response and for your support over the last few weeks."*

*"I have been working with [Flexible E- Learning Coordinator, FTP] in the last week to develop some (new) Learning Activities for Sem 2 units, as a direct result of the sessions I did with you and Meg in the last few weeks."*

### Example 3

Email from participant after meeting for F2F coaching/mentoring session.

"Many thanks, Peter. It was very helpful to talk to you yesterday. The follow up email is also much appreciated. I will enjoy working on the new units."

A number of the participants used this coaching/mentoring period to discuss the third party tools that were used in the webinars and on the TSP site (e.g. Padlet; Thinglink) and how to integrate these into their LEO units.

While not all participants took advantage of the coaching/mentoring sessions, it is the opinion of the program designers/facilitators that those who did benefited by receiving sound advice that helped them make informed decisions about the design of their LEO units and to 'short-cut' the research process in locating relevant resources or tools.

### Faculty of Law & Business

Finally, in the spirit of collegiality, collaboration and sharing which this program aimed to engender in the participants, the following acknowledgement appears on the faculty of Law and Business *Blended and Online Projects LEO Space* site.

#### Acknowledgement

In developing the Faculty of Law and Business *Blended and Online Projects LEO Space*, we gratefully acknowledge our Learning and Teaching Centre educational design colleagues, Meghan Appleby and Peter Bruhn for permission to use and adapt resources created for the *Learning for Life - Enhancing Teaching Practice: Teaching Support Program*. We thank them for sharing their knowledge and in supporting this Faculty of Law and Business project.

## Program Observer(s) Comments

Based on the informal feedback the program designers/facilitators were receiving from the participants throughout the pilot, the very positive formal responses from our observers received via email corroborated our view that we had tailored the content and delivery approach to the needs of our audience.

#### Observer FEA (feedback provided after Session 1)

"Nice work ...Just a few bits of feedback...

I think the next few components are going to be massively useful. People see Adobe Connect as 'listen to someone talk while I eat my lunch/breakfast', which is good because they they (sic) get to learn the concepts, but I think the actual 'here's my outcomes, and here's what I've been working on' sessions are going to be the most useful. Examples will help with this too... I find the entire internet is people talking about stuff but not backing it up with examples... because let's face it... it's easy to talk, it's harder to do. If you can get some of the participants outcomes ahead of time, you could have a 'here's one we prepared earlier' moment.

Love the idea of 'work with a friend', too.

Just an idea...These sessions could be done as short and extended videos... for those who already know constructive alignment and learning outcomes, and those who want a complete refresher... it could be a pre requisite for the workshop sessions. I hear from academics all the time that they don't have enough time, and anything they can do at home after dinner (like a video) is helpful to them.

Very good start..."

**Observer FLB** (*feedback provided at end of webinar sessions – Sessions 1-4*)

"I just wanted to say a big congratulations! Instead of a movie binge day I've had a LFL Teaching Support webinar binge day ☺ Not to mention checking out the fantastic collection of resources etc. on the LEO site.

I can't tell you how helpful it's been. I'm in the process of trying to plan for the roll out of 2 big projects in our faculty. This program has really helped me think about how to plan for it in a more concrete and helpful way. If you don't mind I might use some of your ideas and resources etc. I'll check everything with you beforehand of course – and if you're free some time maybe talk it through with you.

...Thanks for enrolling me in the Teaching Support Learning Program site and for being on hand to answer my queries. I got a lot of valuable ideas from your program, especially with regard to tools and resources – which I'm sure you will see in our unit."

**Observer FHS** (*feedback provided at end of pilot program*)

"Sorry I missed the deadline for providing feedback on your survey. I just wanted to reiterate the feedback I provided when we met and add in a few other points:

- The layout of the online site was straightforward and easy to follow
- Instructions in LEO were really clear
- Resources in the LEO site were relevant, contemporary and varied, the links also made external resources easy to source. These will be very useful resources to refer back to in the future
- You also showcased some useful tools throughout e.g edynco (the learning map), Padlet etc.
- The webinar sessions were timed well at one hour. Any more than that and it would have been too dense with content.
- Both presenters were engaging
- The content was well chosen and a lot was covered in a short space of time.

I cannot provide any feedback on the mentoring component, as I was not part of that.

I thoroughly enjoyed participating. Thank you for including me. I look forward to future rollout within our faculty."

**Observer FLB** (*feedback provided at end of pilot program*)

"I just wanted to give you some feedback on the Teaching Support Program and how it has helped us in developing some resources and activities for FLB Blended and Online Learning Projects.

**Blended and Online Projects LEO unit**

One important aspect of our project space was to provide some general educational design resources related to constructive alignment and assessment as foundation to the project. Firstly it was good to see you had a strong and explicit focus on constructive alignment – this reassured me that the resources we were planning were in alignment with LTC priorities. Secondly seeing the clarity and organization of your resources helped me think about the structure and organization of our resources. With regard to assessment, we decided to use the Assessment Book resource as it was with only minor changes for context as this covered all the aspects we wanted to cover, with a good and appropriate range of resources. We were also inspired by seeing external technology tools in action – in particular Padlet and ThingLink. In response we have created our own activities using these tools and will be encouraging and supporting staff in using these.

**Adobe Connect sessions**

An important aspect of our project will be regular Adobe Connect meetings/workshops with project members in various campus locations to review progress, plan the design and build of resources and activities and demonstrate how resources and activities can be used. It was very helpful seeing the structure of your sessions, in particular how you worked together as a team and how you exploited many of the interactive features of Adobe Connect.

**A couple of suggestions**

I think the TSP program is very helpful for academic teaching staff, the problem for us was that it was specifically designed for FTP. If there was something similar without a specific faculty focus that was in a self-enrollable unit, we could simply refer our staff to these resources.

As blended learning is a key factor in LFL – it would be good to have a specific module on that (as you did on assessment, activity design etc). This would also help ensure there is a consistent message across faculties about what blended learning means in an ACU context.

In addition to the above you have both been on hand to answer any questions, share ideas and demonstrate tools and we're very appreciative of that. I have no hesitation in contacting you for help or advice. This all contributes toward building a community of practice among ed designers across the faculties."

## Participant evaluation

### 1. Informal feedback

During the program, some participants provided comments directly to the program designers/facilitators by email. These comments related to the program itself or how information provided in the webinars and personal follow-ups could be applied in their teaching.

#### FTP participant

Dear Peter,

Thanks so much to both you and Meg for leading the Teaching Support Program. I learnt a great deal. Most importantly, the program gave me a frame of reference to reflect on my teaching practice, and put me in touch with a great many resources—both books about activity-based learning, and specific useful resources like padlet. I've purchased one of those books, and ordered two more.

The program will be useful well into the future, and I hope that the link to the resources will remain on my LEO page well into the future, because I'll be back to use them.

As I told you, I came to the TSP with a new "multi-mode" unit in view, but had worked hard on the unit beforehand because of some tight writing, marking, and conference deadlines. As a result, I can introduce some of my learning into THCT563 next semester. However, I believe that the most significant results of my learning will be incorporated into future units.

#### FEA participant

Thanks so much for remembering to follow-up on this, Meghan. *[Information had been provided to the participant who had question about curriculum mapping using the 'design backward, deliver forward' approach]*

I think it will be useful in all units, but particularly in the EDFD unit I just finished teaching, as it deals with primary school lesson planning, so the concept of outcomes is very important, as is the translating of outcomes at macro levels into specific lesson objectives at the micro level. Throughout the unit, I tried modelling the process by showing the students how I was backward-planning from outcomes at different levels every time I produced a lecture or tutorial session plan. I think the diagram you've now shared with me will be very useful as a visual reinforcer of that planning process.

### 2. Formal evaluation

Participants were invited to complete a post-pilot evaluation tool that aimed to collect information about:

- the participant's overall satisfaction with the program
- achievement of the stated Program Learning Outcomes
- key learnings each participant obtained from the program to help them design their LEO units
- provide an opportunity to offer suggestions for improvement to the TSP before it was offered to a wider ACU audience.

Excluding observers, there was a pool of 15 active FTP and FEA participants, of which 7 participants completed the feedback tool. The respondents were those who had attended greater than 75% of the webinars and had participated in some capacity in the coaching/mentoring component of the program.

Below is the consolidated report from this formal evaluation.

### 3. Formal Evaluation - Results

Please refer to **APPENDIX 3** for the full results of the evaluation, including participant comments and suggestions.

### 4. Formal Evaluation - Summary

The evaluation results for the Teaching Support Program (Pilot) from both participants and observers clearly indicate that the pilot was a success and that the program:

1. met the program brief of the academic lead and project sponsor for a structured program that provided academic staff with key principles, information and messages about:
  - a. curriculum mapping & constructive alignment
  - b. planning and designing for active learning that was research/evidence-based and practical
  - c. taxonomies and other aids to help write good module/session learning outcomes
  - d. use learning design templates and tools to guide the development of unit learning activities
  - e. assessment processes that support active learning.
2. scored a mean rating of 4.83 out of 5 for effectiveness with respect to the overall *structure* of the TSP pilot
3. scored a mean rating for achievement of each of the Program Learning Outcomes of:
 

a. PLO 1	4.83
b. PLO 2	5.00
c. PLO3	4.83
d. PLO4	4.50
e. PLO5	4.33
f. PLO6	4.50
g. PLO7	3.83

#### PLO7 - Reflection

The slightly lower rating for PLO 7 *"Select and use technologies to assist you to design and deliver assessment tasks and in the marking and grading of student assessments"* can be attributed to the fact that the program designers/facilitators reduced the amount of time initially allocated to this outcome. This was based on discussions with, and feedback from, participants and observers who requested the inclusion of additional information for PLO 5.

Participant expectation for this PLO appears to have been partially met but some more practical examples of assessment technologies in the TSP is probably warranted. This PLO will be subject to revision and modification for future TSP delivery.

## Overall Rating

The mean rating for achievement of all Program Learning Outcomes in the Teaching Support Program (Pilot) was **4.67 out of 5**, indicating that the respondents believed the PLOs were achieved to a high degree.

While it is clear from the evaluation that much of the information was not new to many of the participants in this pilot, it validated for them that what they were doing with the development of their LEO units was on the 'right track'.

There were very positive comments about the way the program designers had facilitated and moderated the webinar sessions in terms of organisation, presentation/teaching styles, communication & interaction with participants and the transition between presenters to deliver content and engage participants in learning activities. This exposure to the use of a team teaching approach within virtual learning environments has provided participants with the opportunity to review their current use of features in Adobe Connect and to modify their VLE delivery approach.

## "What did you learn?" – Respondees comments

To the question "*What did you learn from your participation in the TSP...*", respondents commented about becoming acquainted with the language of learning, aligning ULOs and MLOs with assessments and learning activities, the opportunity to reflect on how they could improve their own teaching, a better understanding of constructive alignment at a practical level, tips about unit design & assessment strategies, online facilitation and webinar techniques for online learning.

## Respondee suggestions for improvement of the TSP

Given the high satisfaction ratings with the program, the respondents offered only relatively minor suggestions for improvement which included:

1. focusing on the practical issues staff face then working back to the theory (potentially the adoption of an application-to-theory approach)
2. the timing/commencement of the program [*Evaluator's comment: always an issue with so many competing academic workload obligations*]
3. offering one-off refreshers and/or coaching for group and/or individuals
4. more opportunity for individual attention [*Evaluator's comment: this was made available through the coaching/mentoring sessions; there were restrictions on how much time the program developers/facilitators could provide each week with their other Learning for Life commitments.*]
5. alternate the online and face-to-face sessions [*Evaluator's comment: currently under consideration for future delivery of TSP*]
6. meet and work with the program developers/facilitators in person [*Evaluator's comment: logistics issue with a multi-campus University*]

It should be noted that the role of the program designers/facilitators in this pilot was to develop a program to meet the specific aims of this *Learning for Life Enhancing Teaching Practice* project. (See page 1)

While support and advice was provided during the entire program, it was assumed that the Faculties involved in the pilot would, through their own Faculty course/unit development processes, follow-up on what each participant had achieved through their involvement with the TSP and to report on, and show evidence of how this was applied to the design/redesign of their unit(s).

## Recommendations

### A. Delivery Approaches

While participants rated the structure of the pilot program (webinars + coaching/mentoring sessions + TSP LEO site) as successful, nevertheless, it is recommended that additional delivery approaches also be explored in a subsequent pilot with larger faculties.

These delivery approaches include:

1. A **flipped classroom** approach, with participants viewing recorded webinars and completing follow up tasks, prior to attending a live classroom for extended learning activities and opportunities.
2. **Interspersing webinars with the coaching/mentoring sessions.** This structure would provide added incentive to participants to complete their pre- and post-session tasks and activities.

### B. Professional Development & Recognition

It is also recommended that the LTC and the Faculties consider how:

3. The **TSP could be integrated** with other LTC and Faculty professional development programs
4. **Staff can be granted recognition** for participation in the TSP for performance review and/or promotion purposes.



## Appendices

### APPENDIX 1 Structure of Teaching Support Program Pilot

Session	Delivery Mode	Duration	Session Learning Outcomes	Key content areas
1	Adobe Connect Webinar	1 hour	<ul style="list-style-type: none"> <li>use curriculum and learning design concepts discussed in this session to plan and develop your units (PLO1)</li> <li>outline the rationale/context of your unit in the overall course structure, its inter-dependencies with other units and the value of team-based approaches in the unit design process (PLO2 &amp; 3)</li> <li>define the term 'constructive alignment' and describe why constructive alignment is critical in the unit design process (PLO3)</li> <li>distinguish between aims, objectives &amp; learning outcomes and describe the characteristics of good learning outcomes (PLO4)</li> </ul>	<p>Welcome to the program (Faculty ADLT)</p> <p>Introduction of program presenters</p> <p>Overview of program and its components, including WIFM, learning road map, 'virtual wall' for participant's expectations, program glossary, review of session preparation tasks</p> <p>Overview of Program Learning Outcomes</p> <p>Curriculum design - units in context horizontal &amp; vertical integration; collaboration &amp; sharing</p> <p>Curriculum mapping – design backward, deliver forward approach</p> <p>The why and what of constructive alignment - The three elements of CA</p> <p>Aims, objectives and learning outcomes</p> <p>Learning outcomes definition; perspectives from teacher and student</p> <p>Taxonomies of learning</p>
2	Adobe Connect Webinar	1 hour	<ul style="list-style-type: none"> <li>apply the concept of constructive alignment by using a preferred template/tool to map your Module/Lesson learning outcomes to the Unit learning outcomes, Graduate Attributes and assessment tasks (PLO 2 &amp; 3)</li> <li>determine the number of Modules/Lessons required to address the Unit learning outcomes (PLO 2 &amp; 3)</li> <li>use learning taxonomies and other aids to construct new (or refine existing) Module/Lesson learning outcomes (PLO4)</li> <li>evaluate your Module/Lesson learning outcomes against the six review criteria for determining 'good learning outcomes' with the support of your fellow program participants and or</li> </ul>	<p>Key points to consider when designing your unit – module structure, sequencing MLOs and packaging content</p> <p>A conceptual view of constructive alignment</p> <p>Constructive alignment mapping tools</p> <p>What LOs mean to students</p> <p>Characteristics of good learning outcomes</p> <p>Criteria and tools for assessing quality of Los</p> <p>Tools and aids to help write learning outcomes</p>



			nominated peer/critical friend (PLO 1 & 4).	
3	Adobe Connect Webinar	1 hour (1hour 20mins in pilot)	<ul style="list-style-type: none"> <li>explain the reasons why active learning is a key element in learning design, with reference to the research of selected learning design practitioners (PLO5)</li> <li>apply learning design/active learning concepts &amp; principles to the planning and preparation of learning activities for your unit (PLO5)</li> <li>use learning design templates and tools to guide the development of your unit learning activities. (PLO5)</li> </ul>	Research & practitioners in Active Learning Students & Active Learning Bloom's Digital Taxonomy video Choosing the Best Tool in LEO Learning Activity template Discussion forums List of web sites for learning activity inspiration
4	Adobe Connect Webinar	1 hour	<ul style="list-style-type: none"> <li>use learning design tools to guide the design and development of your unit (PLO5)</li> <li>apply assessment processes that support active learning and the student achievement of module and unit learning outcomes. (PLO 6 &amp; 7)</li> </ul>	A summary of advice webinar participants provided in learning activity design An outline of the low-tech unit design and planning tool Assessment principles, policies and design criteria A video on assessment marking and moderation Research about assessment, including what students think about assessment Assessment practitioners List of web sites for assessment inspiration
5	Coaching / mentoring session	Equivalent of 1 hour per week	Outcomes for the coaching program are negotiated with the participants, either as a small group, in pairs or individually.	Knowledge and skill acquisition is dependent on the participant's own specific needs with respect to the development of their unit(s)
6	Coaching / mentoring session	Equivalent of 1 hour per week	As above	As above
7	Coaching / mentoring session	Equivalent of 1 hour per week	As above	As above

## APPENDIX 2 Invitation to participate in TSP coaching/mentoring sessions

Dear \_\_\_\_\_

On behalf of Meg and I, we would like to thank you for your participation in the Teaching Support Program webinar sessions over the last 4 weeks. We really appreciated your engagement and interactions with us during the webinars and hope that the content, activities and discussions in those sessions either provided you with practical information, resources and tools, or validated your own knowledge and skills, with respect to learning design features that you can apply to the development of your FTP units.

The Teaching Support Program pilot also incorporates a series of mentoring/coaching sessions over the next 3 weeks to help you apply information from the webinars to your own particular unit(s) needs and requirements.

The logistics of working with you over the next 3 weeks needs to be negotiated with you individually but in order to put an action plan together for you to gain maximum benefit from the mentoring/coaching sessions, I would like you to provide me with a list of unit learning design tasks/questions that we can assist you with as you build/redesign your unit(s). This list can be as broad or as narrow as you wish depending on your immediate needs and where you are currently with your unit design. This way we can target the required support and resources where you need it most.

If I could have your list back to me sometime Monday 29 June that would be great. If you have any questions please call at any time.

Look forward to working with you all.

Cheers

**Peter Bruhn**

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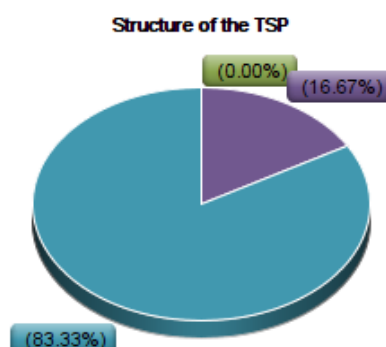
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## APPENDIX 3 - The full results of the formal evaluation

- How effective, in your opinion, was the structure of the TSP learning events (i.e. 4 webinars followed by 2 to 3 coaching/mentoring sessions)?

■ Ineffective
 ■ Somewhat Ineffective
 ■ Neither Effective nor Ineffective
 ■ Somewhat Effective
 ■ Effective



Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Effective	Total Responses	Mean
0	0	0	1	5	6	4.83

- Please add additional comments in the text field to explain your selection, including any alternative learning event structure that you propose for the TSP.

<ul style="list-style-type: none"> <li>Effective for me as I am a slow learner.</li> </ul>
<ul style="list-style-type: none"> <li>The overview provided in the Webinars was most useful, and the information on key elements was also very useful. I will return to the information provided when planning future Units. From the references provided, I ordered and received three books, which have already provided very useful. As I've already said in the previous answer, the arrangement of my time meant that I couldn't make as much use of the coaching sessions as I would have liked to. But the model of Webinars/Coaching sessions is greatly appreciated.</li> </ul>
<ul style="list-style-type: none"> <li>Not being able to meet with Peter or Meg, to discuss particular needs etc, was a limitation. Though they did their best to provide email responses to my questions and concerns.</li> </ul>
<ul style="list-style-type: none"> <li>I think it would have been effective if we had had the coaching sessions as planned although it would have made the last minute scramble to get unit outlines approved and all material for units up on LEO rather too frantic. I'd like to recommend (a) starting the sessions a little earlier and (b) alternating online and face-to-face sessions so that we would have to complete and implement 'our homework' tasks... thus ensuring immediate trial/implementation of active online teaching approaches</li> </ul>
<ul style="list-style-type: none"> <li>I like the combination of webinars and face-to-face mentoring - a good balance</li> </ul>

3. Program Learning Outcome 1 (PLO 1) of the TSP was:

*“Use the language of learning and teaching to aid communication with Faculty and LTC colleagues in planning and developing your units”.*

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.



4. Program Learning Outcome 2 (PLO 2) of the TSP was:

*“Explain the process of curriculum mapping used at ACU to align units with course, academic program and institutional outcomes.”*

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.



5. Program Learning Outcome 3 (PLO 3) of the TSP was:

*“Apply the principles of constructive alignment in order to link unit learning outcomes, assessment tasks, learning activities and content.”*

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.



6. Program Learning Outcome 4 (PLO 4) of the TSP was:

*“Construct learning outcomes at unit and module/lesson/session level.”*

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.

■ PLO 4



7. Program Learning Outcome 5 (PLO 5) of the TSP was:

*“Develop units based on good practice learning design principles, with an emphasis on activity-based learning design.”*

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.

■ PLO 5



8. Program Learning Outcome 6 (PLO 6) of the TSP was:

*“Develop assessment tasks that comply with the principles of assessment and align with the unit learning outcomes and Graduate Attributes.”*

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.

■ PLO 6



9. Program Learning Outcome 7 (PLO 7) of the TSP was:

*“Select and use technologies to assist you to design and deliver assessment tasks and in the marking and grading of student assessments”.*

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.



10. What did you learn from your participation in the TSP that will help you (re)design your unit(s)?

- If I don't use it I lose it as there is too much to remember
- I learnt a great deal in a number of areas, neatly summarised by the LOs in the previous set of questions. I'm becoming acquainted by this language of learning. I've learned a great deal about activity-based learning, about aligning ULOs and MLOs with assessments and activities. I've learned about wording MLOs appropriately. And I've attempted to polish one new Unit very well with my new learning. However, I hope that this TSP will have its greatest effect on my teaching in the semesters to come.
- Better understanding of alignment, in theory and practice. A number of 'tips' for unit design and delivery. Greater awareness of importance for me (and students) to reflect on the process of teaching and learning.
- It was great to be reminded of constructive alignment and backward planning and to actually apply this to a unit in preparation. I also learned that assessment is still a fraught area for me and many others... lots of varied discussion. But most of all, I am grateful for the FTP planning template and the way I could align assessment and teaching to the LOs (unit and module) and demonstrate this to my students. I explained this last night in an Adobe Connect session with my online MEd unit. I also found participating as a student in the Adobe Connect sessions incredibly valuable... Meg and Peter were such great role models of calm, organised as well as warm, encouraging teaching... it gave me a wonderful model to emulate... and given some feedback from students on chat last night and email this morning... I think that I was a little bit successful.
- Tips for assessment strategies were particularly helpful, also the way the presenters modelled online webinar facilitation. It was good to take some time reflecting with colleagues on how we can improve our teaching.
- I already knew about alignment at the whole unit level (aligning LOs with Assessment tasks and criteria sheets). I'm now working better at the module and tutorial planning level, to break down the LOs into manageable bits, with activities at each tutorial to help students get to the point of comfortably demonstrating the LOs by the time their assessment tasks are due. I also learnt (by experiencing them myself, in student role) some webinar techniques I could use with my fully-online students.

11. In your opinion, how could the TSP be improved?

- Perhaps focus on the practical issues staff face in implementing the theory and then work back to the theory
- By offering it again next year, and perhaps by offering one-off refreshers and/or coaching for group and/or individuals, to keep the thinking and practice progressing in this area.
- More opportunity for individual attention. Could usefully be supplemented with sessions on online learning in general (for new faculty).
- I think the biggest improvement would be to start a little earlier and to alternate online and face-to-face sessions. And it would have been fabulous to have been able to meet and work with Meg and Peter in person. They worked superbly well as a team and it was wonderful to receive phone calls after sessions to check on how I was doing with the program. Great program... definitely worth every minute of time despite the frantic time of the year! Bravo, Meg and Peter!
- Very little. I thought the whole thing was professionally prepared and presented by two articulate teachers who communicated clearly with us, both orally and visually. I liked the teamwork approach - nice variety of voice/teaching style etc. Thank you!!