

LTC14D073

Title: *Academic Director of Learning and Teaching Enhancement Report to LTC*
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Issue - Report on the work of the AD Learning and Teaching Enhancement

Recommendation - Recipients are invited to note developments and ask questions during or after the meeting

Resource Implications - None

Risk Implications - None

Equality and Diversity - n/a

Timing of decisions - No decisions need to be made – this is a report on ongoing work

Further Information

I am committed to supporting colleagues in developing their practice in these areas and would welcome feedback about how best to communicate these opportunities and support the development of good e-learning throughout the university - please email me h.gillespie@uea.ac.uk or call x2974

Background

My role as AD LTE is to drive developments in teaching and learning which enhance the student and staff experience. Much of this is focused on developments in e-learning. This report gives details of some of the developments.

Discussion - Questions are invited

Attachments - None

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1. E-assessment strategy

The process of the assessment of students is undergoing a period of development and change – ahead of our Institutional audit in AY 15/16, it is important the strategy and changes are well understood.

The drivers for the changes are twofold, firstly that the National Student survey (NSS) shows that this is the area of our which with which students are least satisfied. Secondly, we have a number of opportunities offered by our VLE provider, Blackboard, to enhance the assessment and feedback process using electronic tools. This is in line generally with many other HEIs.

Vision

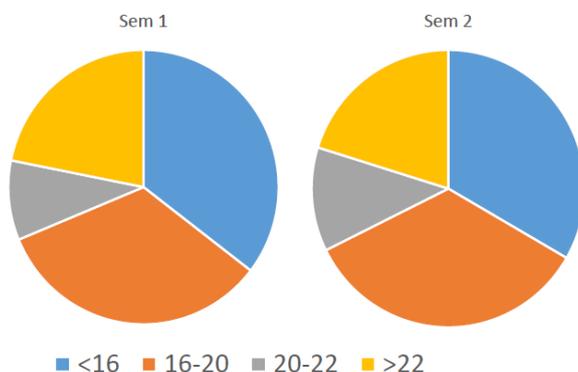
The vision for assessment and feedback is that by the end of AY 15/16 we will have an assessment and feedback process which is:

- ✓ Part of the teaching and learning experience, with submission points embedded in teaching materials as part of the learning narrative.
- ✓ Robust and challenging for students, with an enhanced iteration between formative and summative moving learning on quicker, and taking an incremental approach to development of assessment literacy by students.
- ✓ Varied and interesting for all those engaged in the process, with more choice in modes of assessment and feedback both electronically and in analogue forms.
- ✓ Efficient, with where appropriate automated processes like collection, moderation and return of work.

This vision builds upon the learning and teaching strategy, particularly aims 2,3,4 and 10, set out on pages 9 and 10 of the Learning and Teaching Strategy document.

2. 20 day turnaround data

LTS are committed to providing data to enable schools to monitor the timeliness of coursework. Last year's data for the EFRY hub shows only marginal improvement from semester 1 to semester 2. Schools need to have robust measures in place for monitoring and improving turnaround times, and The AD LTE is working with LTS to ensure that that is available as soon as possible after key assessment periods.



Dissertations, Placement Reports, Projects, and Portfolios are excluded from this role because of the often lengthy nature of this work. In addition, work handed in late, with or without permission, is also excluded from the 20 day limit.

3. Change management of improvements to assessment and feedback systems



Improvements and changes to the process for assessment and feedback is ongoing as we work towards the adoption of electronic modes of assessment.

Professional development is being supported by an online course for staff (left) designed by the learning technology team.

The timescales and objectives of the transitions are ongoing:

- In AY 13/14, an Evision/SITS based e-marking system was trailed and evaluated.
- In AY 14/15 the Evision/SITS system was improved and made available to all staff to develop competence and confidence in online marking. Blackboard is available for use for formative assessments
- In AY 15/16, subject to successful system testing, Blackboard will be used for both summative and formative coursework, and we will consider the existing Evision/SITS and their usefulness.

The change management involves us developing electronic modes assessment with can existing alongside our established analogue methods, and meet with existing policies and procedures. In taking this approach we hope to minimize the risk for quality while maximizing the potential for innovation. The impact on teaching and learning quality is being monitored and evaluated on an ongoing basis. More news soon on when and how that management information will be available schools and faculties