



# OUTLINE PLAN FOR OCSLD

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An outline plan for a creative use of technology to the Oxford Centre for Staff and Learning Development (OCSLD's) Department of Oxford's Brooks University for transforming the way learners are assessed and using TEL. A set of proposed interventions for Teaching & Learning Contribution, Staff and Educational Development; A TEL initiative that bridges the techno-pedagogical gap.

# OUTLINE PLAN FOR OCSL

## PLAN, DEVELOP, DELIVER, EVALUATE INNOVATIVE & EFFECTIVE STAFF & EDUCATIONAL DEVELOPMENT INTERVENTIONS IN TEACHING/LEARNING IN HIGHER EDUCATION

### HOW CAN I CONTRIBUTE INTEGRATING MY KNOWLEDGE & EXPERIENCE?

- ✓ **Following** SESE 2 Strategic Plan and developing PESE 2 Programmes, working with the flow for a pragmatic change;
- ✓ **Offering** clear but limited objectives for (at least) an 18 month period in relation with the design, teaching, assessment and QA of Oxford Centre for Staff and Learning Development (OCSLD's) programmes in teaching and learning in Higher education;
- ✓ **Augmenting** physical environments by digital environments and resources that support learning actively and creatively in order to enhance the experience of students through opportunities for formative feedback and as a medium for networking and engagement.
- ✓ Outsourced support for TEL service; Collaborating with other HE institutions in the delivery of TEL;

## WE DESIRE

Discover innovators at Brookes in ICT and make allies of them;

Design a Learning/teaching at the leading edge, relevant to contemporary contexts;

Provide an environment where students are proactively engaged in shaping their experience through influencing learning and extra-curricular policy and processes

## WHAT IS MISSING?

Training and development activities promoted to TEL support staff;

The connection between economy- driven training & education for the labor market on one hand and education pedagogies that promote 21<sup>st</sup> C skills and emancipatory goals on the other hand is missing

## INTERVENTIONS TO TEACHING & LEARNING

### DESIGNING – TEACHING- ASSESING *WHEN- WHY- WHAT?*

#### PEDAGOGY

- ✓ Deep Epistemological and Theoretical knowledge of the subject's philosophy and concepts;
- ✓ Critical- Reflective Theories and ways that affect the Educational Process;
- ✓ Transformational Learning;
- ✓ Problem based Learning

#### METHODOLOGY

- ✓ Developing a tech-enhanced learning in e classroom;
- ✓ Inclusive practices (digital and physical learning environments; international perspectives in both curriculum and pedagogy);
- ✓ Collaborative, project based and problem solving learning tasks ;
- ✓ Inclusive methodologies et techniques (et future café, reflections on action, Delphi games, Trend Analysis etc.);
- ✓ Interdisciplinary & Participatory Action Research to enhancing the students experience;
- ✓ Staff collecting and continuing professional development;
- ✓ Staff and students partnership;

#### CONTENT

- ✓ Transformation Curriculum that connects the knowledge of academic study with the relevant practice and wider social experience; it is research based and cares of a Students intellectual positions in a critical fashion; has an ecological and sustainability awareness; cultivates and activates responsible and global citizens; it is always open- ended and reconstructed, and it is *challenging, relevant and internationalized.*

## LEARNING TEL ACTIVITIES

- ✓ Related Activities to the Taxonomy of Digital and Information Literacy (Version 4, Aug 2014) with the types of activities that students might engage with to develop digital and information literacies;
- ✓ Activities' interpretation in relation with each domains subject disciplinary practices and assessment demands;
- ✓ Authentic Activities with the meaning that cares students and society;
- ✓ Related with course cognitive subject and students experiences;
- ✓ Co-curricular and extra-curricular designed, as well as through the curriculum (connection of real synchronous problems with academic knowledge and carriers);
- ✓ Integrating Research literacy that cares students;
- ✓ Cultivating critical self- awareness and personal literacy;
- ✓ Integrating critically and creatively, emerging technology environments and tools,
- ✓ Offering Digital and Information literacy skills, that are differentiated per students' level, type of learning skills and experience

## ACTIONS

- ✓ Creation of inclusive and participative interdisciplinary learning communities of teaching and learning both of Students and Staff. The impact will be the interaction between communities, methods' reconstructions, collaborations between students and best quality in the educational process;
- ✓ Design and development of teaching and research communities of teachers and students, formal and informal, in and beyond Brookes The impact will be a strong relationship through a common teaching and research professional process;
- ✓ Design and development of Courses that relate training, teaching and research process for a holistic and interactive view of the Higher Education Process.

## INTEGRATION OF TEL ENVIRONMENTS & TOOLS

- ✓ Within a critical – constructivist, creative and modern teaching/ learning process;
- ✓ Appropriate contemporary Technologies;
- ✓ Virtual Learning Environments (VLE), e.g Communities of Learners, Second Life, Virtual Museums, virtual games, 3 printing;
- ✓ Open Educational Resources (ODS);
- ✓ WEB 2.0 pedagogical environments and tools;
- ✓ e-Portfolios (e.g Mahara);
- ✓ GOOGLE apps (e.g. Free classroom, Gmail, Drive, Calendar, Docs, Sheets and Slides, Sites, Video voice facilities, Add-on applications in order to get social –blogger, google-groups, Devices-chrome books, tablets, mobile phones);

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- ✓ Blended Learning environments (e.g MOODLE, Blackboard);
- ✓ Social learning spaces- Social Media;
- ✓ MOOCS with an interactive dimension;
- ✓ e- Training Academies and Webinars

## ASSESSMENT METHODOLOGIES- TEL ENVIRONMENT

- ✓ Assessment design in relation with SESE in a fundamental and integral part of course design and at programme level (not simply at module level)
- ✓ Alignment of Academic development, student experience, strategic planning and evaluation with the overall University strategic planning processes;
- ✓ Enhance the University's data and data analysis systems around students and programmes;
- ✓ Gather evidence of how Higher Education professionals learn and develop;
- ✓ Carrying out Impact assessment, review and revision of all significant academic development initiatives and of measures taken forward in the SESE.
- ✓ Impact assessments should:
  - be sustainable and iterative in a way that it assess the process as well as the end product of developments;
  - continue to collecting, analyse, and where appropriate, publish findings from local, primary educational research data, especially where robust relevant data does not exist elsewhere;
  - be evidences; based of rich information;
  
- ✓ Evaluation should be a blended assessment process through:
  1. **Formative evaluation for both students and staff** that refers to a process that provides a judgment of the strengths and weaknesses of all the activities involved across all design and developing stages to improve its effectiveness and appeal. The concept of formative assessment is underpinned by 3 defining processes:
    - Establishing where the learners are in their learning, in relation to the expected learning outcomes;
    - Establishing where they are going;
    - Establishing what needs to be done to get them there
  - **TEL Environments**
    - [Kahoot](#) is an interesting app which you can use to engage students in a lecture with lots of students. It allows you to ask multiple choice questions and then let students vote on the answer by using their mobile phones while answers are posted real-time on PowerPoint slide. In a formative evaluation sense, it may be innovative development for teachers.

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2. **Contemporary Assessment Techniques**, through assignment submission, grading and comments on the concrete cognitive subject (knowledge to be learned); The Academic staff will provide formative feedback to enable students to build on their positive achievements and have a clear sense of what they need to do to improve;

- **TEL Environments**

- Electronic management of assessment (EMA) describes the way in which technology is used across the assessment lifecycle to support the electronic submission of assignments, as well as marking and feedback. Cost of training for both students and staff enable them to use EMA systems effectively, sustainable (enabling the evaluation of the process in an academic school over a long period of time) and within scalability (evaluating its use in a very large module with a large amount of students enrolled);
- “Turnitin” is important to check about original sources for content in assignments-- it can also break-down where it believes the original source is which is useful.

Note: In addition it could be a management for some drawbacks that have to be overcome. To be more specific issues like access and accessibility for a minority of learners who will require additional support; the marking of performances in the creative arts or other types of artefact that their type of assignments cannot be 'submitted' through the system. Workarounds could be applied through audio and video feedback and alternative assessment techniques.

3. **Alternative Assessment Techniques**, which do not specify predefined technical criteria that involve “measurability” and “effectiveness”. The evaluation of the effectiveness of the research oriented teaching action, by means of experiential-analytical trials it is based on what is termed “*reasoning feedback*” of the community of learners (students and Academic Staff).

In this form of qualitative evaluation, **evaluation criteria** are determined together with the staff and the students. Students review their own work, their learning activities, the results and the means used, in accordance to the aims that they have set at the beginning of their course. In parallel, both students and academic staff will be transformed and restructured, through a critical-reflective process of examining all the parameters of the teaching/researching/learning targets, activities and outcomes for themselves, their personal and professional development and development of their local and- why not- global society.

Evaluation from the Academic staff and the University Students will concern all the structural elements of the research oriented teaching activities and at all its **stages** (beginning, intermediate, and final), aiming to shape an evolutionary course and to instigate transformations, restructuring and ever newer actions;

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The **role of the Academic Staff** is not that of the “expert” who “measures’ results. The Staff are collaborators, advisors, tutors, coordinators, who enable University students to create a self-critical and thinking team of reflective and active students/citizens. In parallel the Academic Staff, cultivate new skills and augment its Professional Development through its own and students experiences; Academic staff’s professional development assessed through a mid- term and an annual collective professional development reflection on teaching/learning and research action that are evidence based;

Evidence sharing with other relevant Department Universities through an Active and Critical Community of Learners (Academic Staff Community- University Students Community- Blended Community of educational representatives from both sides)

- **TEL Environments**

- [Moodle’s](#) facility of interactive assessment among students with constructive comments, reflections and proposals;
- A [Mahara Open Source e-Portfolio](#)”
- A Blackboard environment;

4. **Evaluative study from both students and Academic staff** with the view to evaluate the educational process, through “Grounded theory” that is multi-method approach, that constitutes both a research and a data analysis method, in which a hypothesis is not tested, but discovered, developed and temporarily verified, by the systematic collection and analysis of data.

# OUTLINE PLAN FOR OCSSL

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## WHAT IS MISSING?

Too narrow a focus on assessment that it is not including wider skills;

Unstructured and unproductive use of assessment methods;

Weak links between regular assessment and the provision of valuable feedback on improvement;

Insufficiently frequent assessment to inform and underpin teaching and learning;

## WE DESIRE

Contribution to students' experience;

Enhancing student employability through TEL integration & supported assessment



## INTERVENTIONS TO STAFF AND EDUCATIONAL DEVELOPMENT

### PLAN- DEVELOP- DELIVER- EVALUATE

#### Recommendations:

##### 1. In relation with students

**The Academic Staff should continually follow the above professional development actions:**

- ✓ Creating opportunities for students to engage, learn and develop;
- ✓ Continual in- service training on up to date learning tools and technologies;
- ✓ Developing PESE 2 projects for foundations (e.g. FBCS- demonstrating the importance of the profession to industry and to public; IET-institution for engineering and technology; M. Curie etc.);
- ✓ Taking place to e-Communities of Learners, planning, developing and delivering shared ideas;
- ✓ Planning ideas for the interaction between the Academic Sector and the Industries;
- ✓ Experiencing of tangible added value of Academic Staffs' developments;
- ✓ Incubating for the discovery of the innovative idea that can be a useful praxis;
- ✓ Improving Academic Staffs' and students' digital and information literacy, in the context of the development of intercultural communication skills, as more businesses go global;
- ✓ Providing academic support to students as Academic Advisors (or Personal Tutors) as complementing, rather than replacing, curriculum-based academic guidance by focusing on the holistic development of the individual student;
- ✓ Teaching of English, STEM, functional skills and skills for employment to their students (OFATEAD Report);
- ✓ Reinforcing the importance of good leadership and high expectations of learners across the sector, using the professional standards for teachers and trainers as a basis for promoting consistently good or better practice

##### 2. In relation with Academic Staff Professional Development

**The Academic Staff has continually follow the above continuing professional development actions:**

- ✓ improve teaching, learning and assessment and maintain high standards;
- ✓ take full overall responsibility for the quality of teaching, learning and assessment across all types of programmes;

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- ✓ ensure that they remain rigorous and self-critical in their evaluation of the quality of their teaching, learning and assessment and that they set, and frequently review, ambitious targets for improvement;
- ✓ evaluate the quality of students practice by using a wide range of indicators of the impact of their personal theories and teaching on learners' progress and their development of skills and knowledge;
- ✓ draw fully on learners' views about the teaching, learning and assessment that they receive to inform self-assessment and improvement actions;
- ✓ consult with employers on how well the standards of work and the range of skills their students achieve prepare them for employment;

### 3. In relation with the University

- ✓ Engage Academic staff and students to university life and communities Brookes Union, distance

"Teaching, learning and assessment in further education and skills – what works and why", September 2014, No. 140138)

Academic staff has to:

- Support and develop all students to improve by ensuring that the fundamental aspects of good quality teaching *underpin all teachers' practice*;
- Offer consistently high expectations for their learners, based on an accurate assessment of their starting points and an understanding of how the course or Programme relates to their plans for the next step in their *careers*;
- Be flexible in their selection of teaching and learning methods, approaches, activities and resources according to the aims of each session and the *development needs of all the learners*;
- Work collaboratively, where possible, with other providers to share good practice and learn from each other;
- Develop a range of study skills, including, in peer and self-assessment, a reflective approach to their own learning and the ability to be self-critical about their own performance;
- Ensure that staff involved in work-based learning and other vocational training take full responsibility for learners developing a wide range of skills.

learning, collaborative projects, extra- curricular initiatives which will develop and enhance personal and leadership skills and attributes for employability;

- ✓ Integrate digital environments that can easily create and support their own groups and networks;

- ✓ Provide high quality and relevant development opportunities for all staff, as individuals, in teams and across the provision, including those in work-based settings and subcontractors;

- ✓ Use the internal Academic staff experts that are available in the education departments more widely to support actions for staffs improvement;

- ✓ Create synergies between external Academic Staff, Special Consultants and Sector specialists;

- ✓ Provide a flexible in- service blended, continuous and collaborative training to the Academic Staff in relation with up to date Technologies and state of the art methodologies;