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Developing academic practice as fragmentation and the problem of definition

“Beyond teaching and research – inclusive understandings of Academic
Practice”

University of Oxford, 13-15 December 2009

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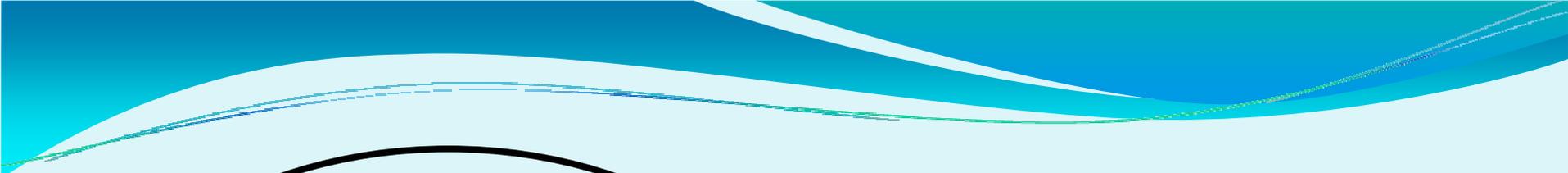
AP

BP

AP1

?P2

BP3



A(less-B)P1

A(more-B)P2

CETL Project: Evaluation of researcher support programmes: assessment within development events, and the attitudes and experiences towards academic careers provision, of early career academics (ECAs)

**Researchers:
Martin Gough (Kent),
Emma Williams
(Cambridge),
Frederico Matos
(Cambridge & UCL),
Jon Turner
(Edinburgh)**

Other institutions with development event participants:

University of Surrey

Buckinghamshire New University

Approach = Exploratory

- Survey analysis
- Review of innovative practice
- Questionnaires, interviewing, observation, materials analysis
- Intervention
- Workshops



Rugby Team Impact Framework uses:

Kirkpatrick, D.L. and Kirkpatrick, J.D. (2006) *Evaluating Training Programmes* (3rd Ed.), Berrett-Koehler Publishers Inc

Impact Level 0: Foundations

Impact Level 1: Reaction

Impact Level 2: Learning

Impact Level 3 Behaviour

Impact Level 4: Outcomes

Development Event Participants

Postgraduate teaching assistants & new lecturers
- on teacher development programmes

- Postgraduates on research writing workshop
- ECAs on research abstract writing workshop
- Newer Researchers - on Higher Education
(presenting their work)

Views on Assessment

“I give up my valuable to time to attend your workshop...
and you want me to do an assignment as well?!!”

Implicit assessment syndrome

Assessment **for** learning... as well as **of** learning

Pass/Fail dividing line – useful?

– or insensitive (‘romantic’ narrative of submitting yourself
to activity for the love of knowledge and learning)?

Discussion Questions

Q1. Across skills and competence development programmes for researchers and early career academics :

To what extent would the addition of assignment work, linked to but outside workshop events, enhance the learning experience for participants?

Q1a. Which skill areas/attributes would be enhanceable through assignment, which not?

Discussion Questions (contd.)

Q2. What would assignment work be for?

Q2a. Would participants being assessed help you to understand the attainment level participants are at?

Q2b. Or would being assessed help them learn, attain a higher standard?

Discussion Questions (contd.)

Q3. When is it important to have in assessment an indication of being “good enough” (i.e. pass or fail?)

Q4. Is assessment of pass/fail appropriate just for courses which contribute credits towards a qualification?