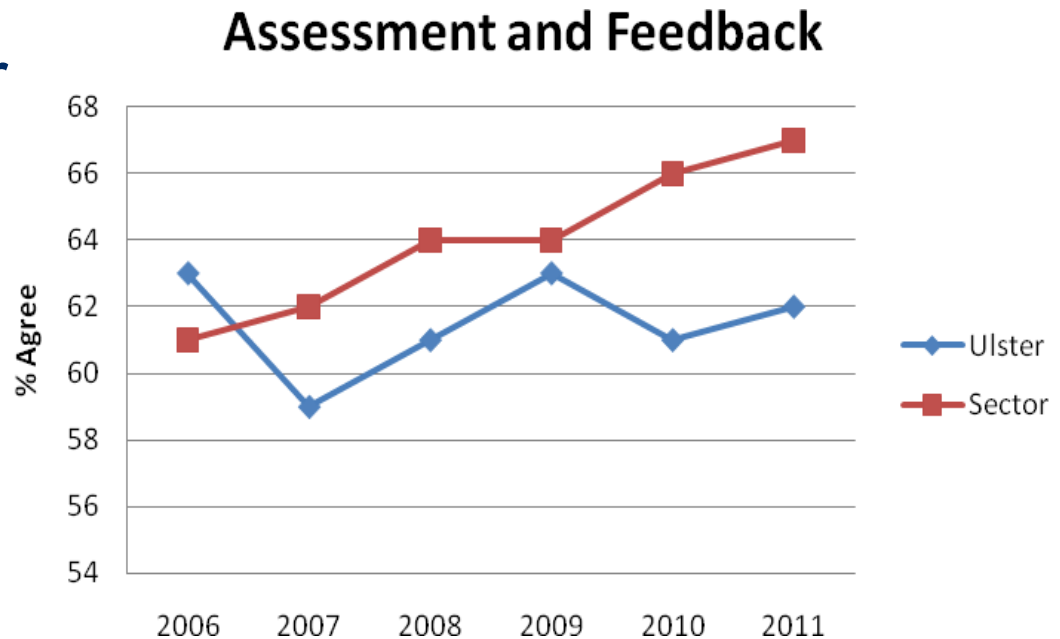


# **Students, staff and change: academic developers as go- betweens**

**Roisin Curran & Vicky Davies**



- University of Ulster poorly rated in national student satisfaction survey in relation to Assessment and Feedback (NSS)



## ■ Working group brief

- To develop a set of Principles for Assessment for Learning
- To develop guidance for practitioners to support the implementation of the principles.

## Timeline

- Scoping Day – February 2011
- Draft Principles - March 30th 2011
- Consultation period – April/May 2011
- Final Principles: Principles of Assessment and Feedback for Learning - June 2011
- Implementation plan – June 2011 (on-going)

# Principles of Assessment and Feedback for Learning



BUILDING EFFECTIVE PRACTICE

## Assessment and Feedback for Learning should:

- 1 Clarify good performance**  
Help to clarify, from the early stages of a programme, what good performance means (goals, criteria, standards);
  - 2 Encourage time and effort on task**  
Encourage 'time and effort' on challenging learning tasks, which recognise the importance of learning from the tasks, not just demonstrating learning through tasks;
  - 3 Deliver timely high quality feedback**  
Deliver timely learner-related feedback information that helps students to self-correct and communicates clear, high, expectations and professionalism;
  - 4 Provide opportunities to act on feedback**  
Provide opportunities for students to act on feedback and close any gap between current and desired performance through complementary and integrated curriculum design and pedagogic practice;
  - 5 Encourage positive motivational beliefs**  
Ensure that all assessment has a beneficial, constructive, impact on student learning, encouraging positive motivational beliefs, confidence and self-esteem;
  - 6 Develop self-assessment and reflection**  
Facilitate the development of self- and peer-assessment skills and reflection on learning, to enable students to progressively take more responsibility for their own learning, and to inspire a lifelong capacity to learn;
  - 7 Encourage interaction and dialogue**  
Encourage interaction and dialogue around learning and professional practice (student-student, lecturer-student and lecturer-lecturer) including supporting the development of student learning groups and peer learning communities.
- 
- [About the principles](#)  
[Download principles poster \(PDF\)](#)
- These principles are based on the [REAP Principles of Good Formative Assessment and Feedback](#).*

The implementation of these principles will influence curriculum design, delivery and educational practice, such that students and staff become co-creators and collaborators in learning.  
Please read assessment to include all assessment (formative and summative, coursework and examinations).



# Perception of roles

## Recognition of need for change

Role of champions

Role of students

# Mismatch

- **Unfreeze** | **Change** | Refreeze (Lewin 1947)
- Change is too short-sighted: first-order change (Earl 2003)
- Recognise that a deeper change is needed – second-order change which is ‘the heart of individual practice’ (Earl 2003) in conjunction with an institutional shift which requires a closer analysis and understanding of the underlying ethos  
Radical collegiality (Bragg & Fielding 2007)



# The role of Academic Developers

- **Current**

Facilitation of practical issues and events

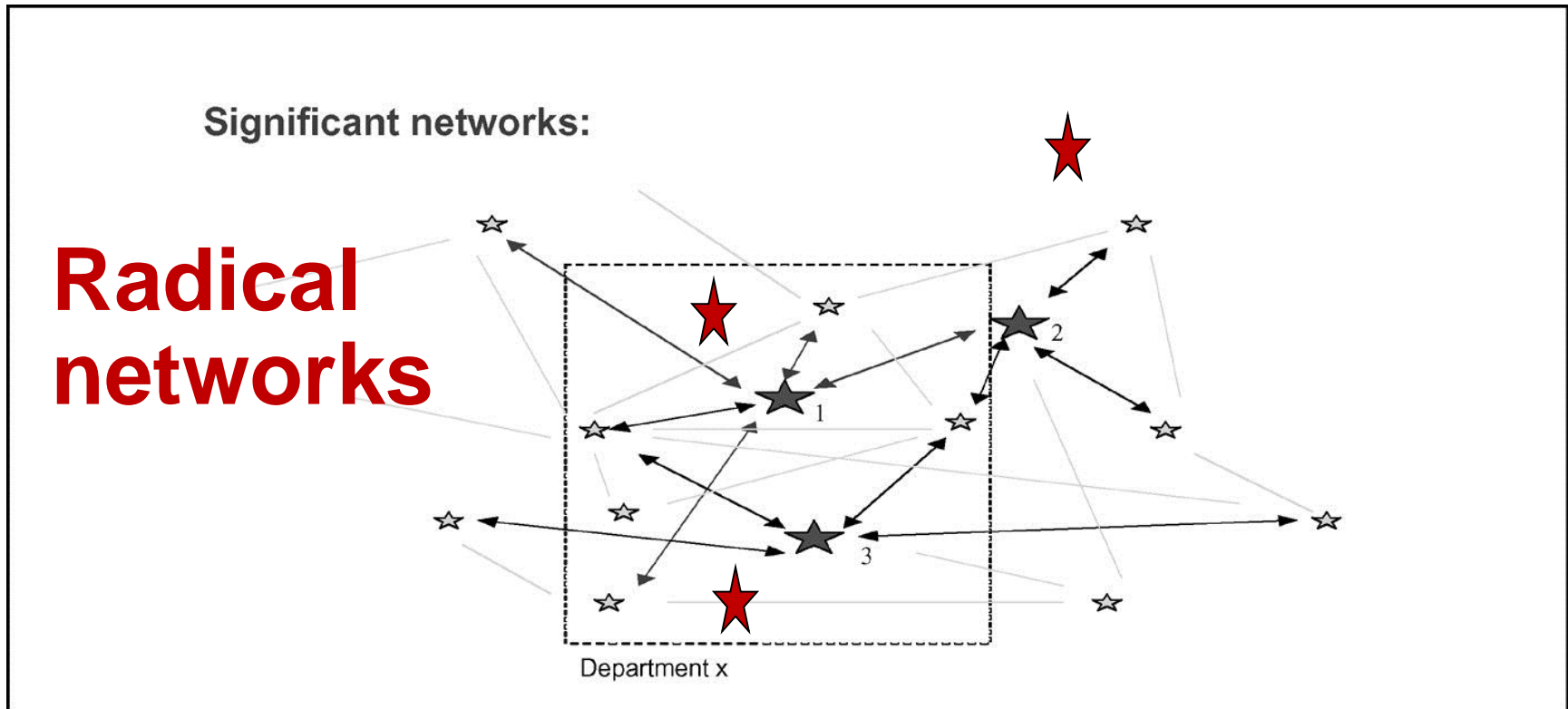
- **Aspirational**

Facilitation of conceptual perceptions and cultural change

# Challenge

- In terms of influencing culture change, we need
  - a clear articulation of long-term goals
  - a firm understanding of the “ethos”

## Significant networks (Roxa & Martensson 2009)



# Discussion

- What are the implications of **radical networks** for the relevant stakeholders?
- Staff
- Students
- Academic developers
- Management