

Faculty development:

Learning from the student whilst developing the higher order thinking skills of right-to-try adult learners within the higher education setting-
a self-directed reflective process.



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Operating department practice



Photographs: P Beckwith

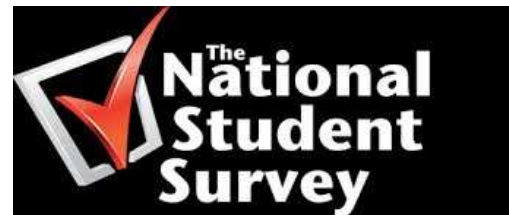
Objectives

In this presentation we plan to share:

- the identification of a need to improve student satisfaction rates related to assessment feedback
- the exploration of the evidence related our students and their relationship with their assessment feedback
- the creation of a learning intervention aimed in guiding students in engaging with their feedback using the Reflection-for-Learning model
- the realisation of the benefits of student/lecturer collaboration with results in 100% overall satisfaction score in a subsequent National Student Survey
- the faculty development that occurred with the use of the Reflection-for-Learning whilst addressing this topic

Our concern

Operating department practice students expressed dissatisfaction relating to assessment feedback



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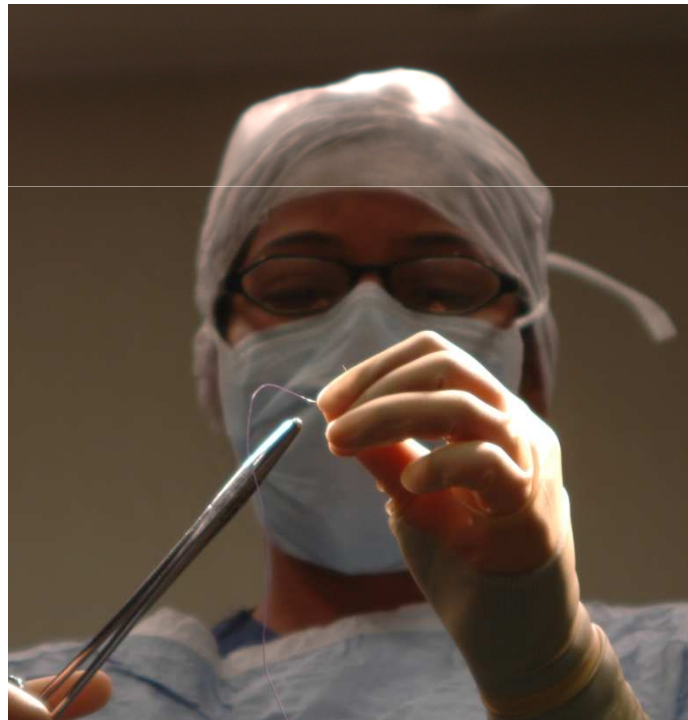
Students' perceptions despite lecturers' efforts



Photograph: P Beckwith

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Solving the problem: create an evidence based learning intervention



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Evidence related to student learning and assessment feedback

Employability

- Students may not understand the difference between employment (having a job) and employability (possessing the qualities needed to maintain employment and progress in the workplace over time) (Lees, 2002)

Professional standards for operating department practice

- Standards of Proficiency require the practitioner to reflect and critically evaluate current practices and then use research to improve those processes in an evidence-based manner (Health Professions Council, 2008)

The purpose of feedback

- within professional programmes, assessment processes must assess not only the technical and rational components needed to fulfil the professional role, but also the development of the self (Reid & Fitzgerald, 2010)

Perceptions of feedback

- students “view the mark awarded as the most important aspect of any assessment” but students are beginning to seek feedback that they can use to improve their next assignment (Gibbon & Dearnley, 2010)



Photograph: P Beckwith

Evidence regarding the individual student



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student-centred learning

- The challenge with assessment feedback is to ensure that students understand their role in the process of assessment and feedback and how feedback can help them improve (Gibbon & Dearnley, 2010)

self-directed learning

- struggling students tend to wait to be told exactly what to learn and how to learn it due to previous conditioning as dependent learners in former school experiences (Knowles, Holton, & Swanson, 2012).
- adult students may need assistance in moving to increasing self-directness (Knowles, Holton, & Swanson, 2012).

reflective learning

- Reflection is an important aspect of the assessment process as this is a metacognitive skill that will enhance life-long learning and employability (Gibbon & Dearnley, 2010)

development of higher-order thinking skills

- higher-order thinking occurs when the student integrates new information with other knowledge, explores the personal implications, makes personal judgments regarding relevance, and creates plans for use of this new knowledge in his or her daily life (Lazear, 2005)

A reflective learning intervention would best suit the aim

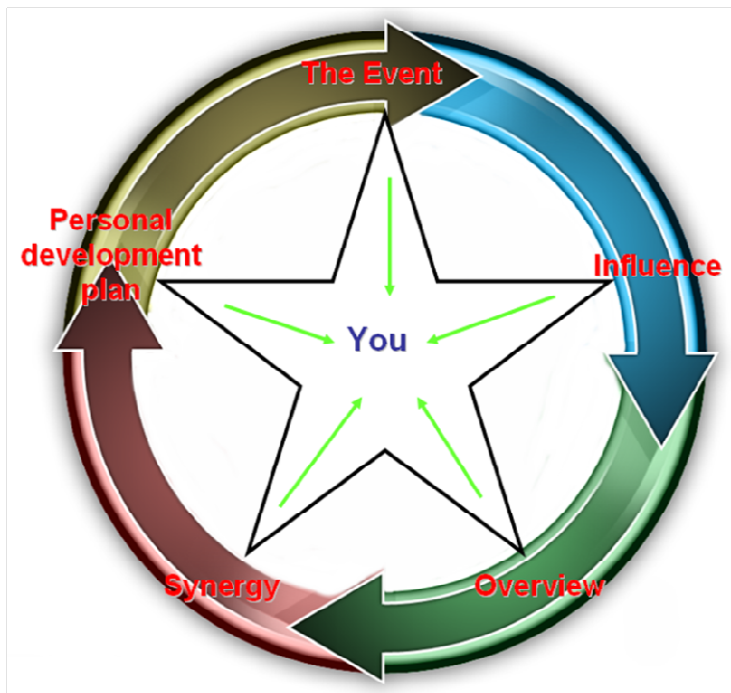
- With this evidence in mind, the lecturers concluded that creating a learning intervention that employed positive reinforcement of the feedback through the use of reflection and concepts gleaned from recent study was considered the most appropriate.



Photograph: P Beckwith

- Thus the emergent hypothesis: Will the student's use of the Reflection-for-Learning model with his or her individualised assessment feedback change his or her perception of feedback and encourage self-directed and deeper learning that leads to higher ordered thinking?

Reflection-for-Learning



Beckwith & Beckwith, 2008

Event: identify an area in which there may be a problem, lack of understanding, or gap in knowledge or understanding.

Influence: identify the impact the *event* has upon the learner's development as a person and practitioner.

Overview: research aspects of the event to move beyond current knowledge and develop further in an evidence based manner.

Synthesis: apply the new evidence to create a different approach to the *event* that will affect future strategies and practice.

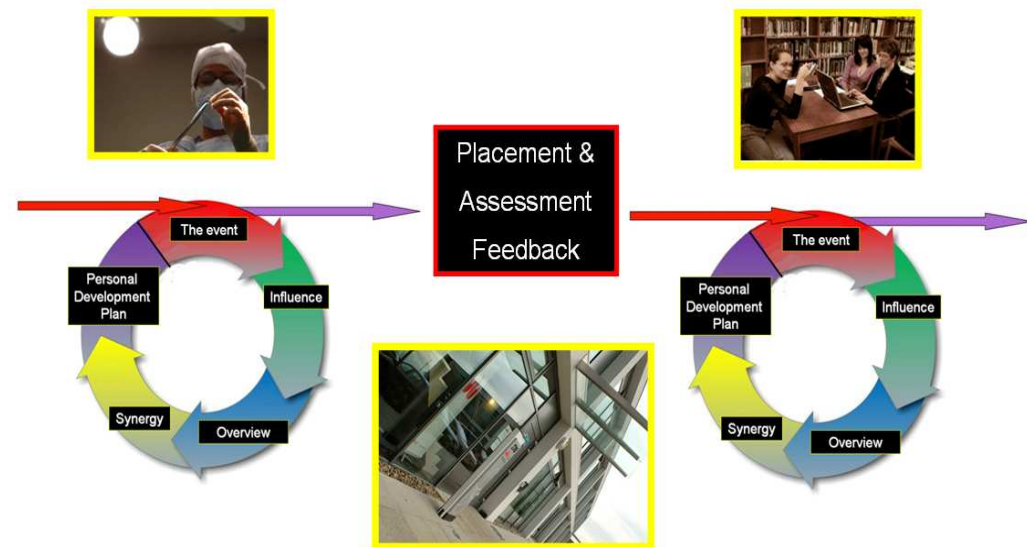
Personal development plan: formalise this synthesis by creating a plan to continue to employ this new learning and identify resources needed in order to re-encounter the identified event once again.

Using Reflection-for-Learning to propel the learner forward

- Due to the personal development plan, this model is not cyclical, but helical as the personal development plan is intended to propel the learner forward to new experiences, learning, and development.

Students were asked to use the Reflection-for-Learning model with their assessment feedback as the *event* and additional prompts for each part of the model were provided.

Helical representation of Reflection-for-Learning



Early results provided valuable feedback to the lecturers

- This learning activity was well received by the students
- Students were asked to evaluate this intervention by sharing which part of the feedback helped them the most and what might improve their engagement with future assessment feedback.
- This led the learning intervention to become a symbiotic process between the lecturers and the students as lecturers looked to continually improve their feedback methods, for example:
 - Lecturers learned that students needed assistance in prioritising aspects of the feedback.
 - students sometimes misinterpreted the language used in the feedback , therefore examples are now provided to add clarity
 - feedback has begun to be more ‘forward-pointing’, also known as ‘feeding-forward’ (Race & Pickford, 2007, p. 116) with a more consistent focus of improving on the student’s next assessment instead of simply feeding back on what has already been completed.



Photograph:
P Beckwith

Going forward



(University of Bedfordshire, 2015)

This student-centred intervention has helped the lecturers learn to continually seek students' insight in assessment feedback and other areas of the course.

This increased student/lecturer collaboration appears to have been successful: after the implementation of this intervention the ***ODP course earned a 100% overall satisfaction rating*** in a subsequent NSS survey!

Using the Reflection-for-Learning model for many types of learning

The Reflection-for-Learning model (Beckwith & Beckwith, 2008) is a versatile tool and was used in the construction of the learning intervention:

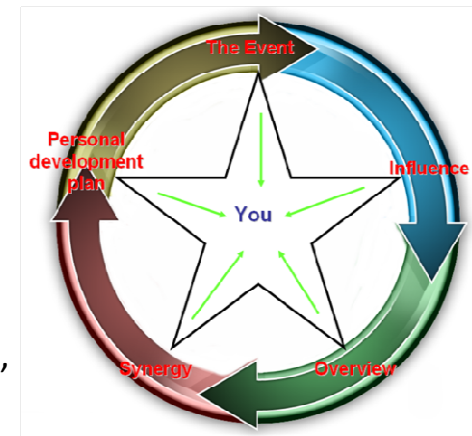
Event: identification of poor NSS scores regarding feedback and the recognition that many students continued to make the same errors assessment after assessment.

Influence: poor student engagement with the feedback that negatively impacted on student learning and frustrated the lecturers, for whom marking and creating worthwhile feedback required substantial time and hard work.

Overview : the exploration of current evidence relating to professional standards, employability, feedback, student-centred learning, self-directed learning, and reflective learning for the development of higher-order thinking.

Synthesis: the creation of a student-centred learning intervention to help the student realise the value of their assessment feedback and learn how to move forward in their educational goals.

Personal development plan: aim to continue to adopt a new attitude toward student/lecturer collaboration through study and practice with the aim to strengthen the quality of learning within the ODP course.



Beckwith & Beckwith, 2008

Do you have any questions?

References

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