Ask Charlie and Academic Professional Development

Martin Tomitsch, Jen Scott Curwood, Kate Thomson, Graham Hendry, and Liam Moy
PROFESSIONAL DEVELOPMENT
PROFESSIONAL DEVELOPMENT

Involves...

Content focus

Hands-on, active learning
PROFESSIONAL DEVELOPMENT

Involves...

Content focus

Hands-on, active learning

Coherence with prior experiences
Professional Development

Involves…

Content focus

Hands-on, active learning

Coherence with prior experiences

Collective participation
PROFESSIONAL DEVELOPMENT

Involves...

Content focus

Hands-on, active learning

Coherence with prior experiences

Collective participation

Considerable duration
### Student Feedback Report

**Unit of Study Evaluation (Architecture, Design & Planning)**

**Semester 2, 2013**

<table>
<thead>
<tr>
<th>Q1</th>
<th>The learning outcomes and expected standards of this unit of study were clear to me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>24</td>
<td>4.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2</th>
<th>The teaching in this unit of study helped me to learn effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>23</td>
<td>4.38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3</th>
<th>This unit of study helped me develop valuable graduate attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>23</td>
<td>4.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q4</th>
<th>I was motivated to engage with the learning activities in this unit of study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>24</td>
<td>4.17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q5</th>
<th>The assessment in this unit of study allowed me to demonstrate what I had understood</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>24</td>
<td>4.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q6</th>
<th>I can see the relevance of this unit of study to my degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>24</td>
<td>4.42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q7</th>
<th>It was clear to me that the staff in this unit of study were responsive to student feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>24</td>
<td>4.33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q8</th>
<th>I received valuable feedback throughout this unit of study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>24</td>
<td>4.46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q9</th>
<th>The resources for this unit of study helped me to learn effectively (e.g. studio space, computer lab, access to library materials)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>23</td>
<td>4.17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q10</th>
<th>This unit of study supported my creative development (e.g. through designing, analysing, synthesising, critical and reflective thinking)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>22</td>
<td>4.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q12</th>
<th>Overall I was satisfied with the quality of this unit of study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% respondents</td>
</tr>
<tr>
<td>23</td>
<td>4.38</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>1. Did the unit of study help you to learn effectively?</td>
<td>Two tables were very key.</td>
</tr>
<tr>
<td>2. Did this unit help you to develop valuable graduate attributes?</td>
<td>Engage with the learning activities in this unit and sound engagement.</td>
</tr>
<tr>
<td>3. Did the learning activities help you to develop communication skills?</td>
<td></td>
</tr>
</tbody>
</table>
Student feedback can...
Student feedback can...

Offer insight into the student experience
Student feedback can...

Offer insight into the student experience

Promote critical reflection
<table>
<thead>
<tr>
<th>Student feedback can...</th>
<th>Offer insight into the student experience</th>
<th>Promote critical reflection</th>
<th>Inform professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Student feedback can…

Offer insight into the student experience

Promote critical reflection

Inform professional practice

Be a part of university accountability
Making sense of student feedback
Making sense of student feedback

It's their fault… And I can’t change that.
Making sense of student feedback

blame

It's their fault… And I can’t change that.

shame

It's my fault… And I can’t do anything about it.
Making sense of student feedback

It's their fault... And I can't change that.

It's my fault... And I can't do anything about it.

It's about them... But I can bring them on board.
Making sense of student feedback

- blame: It's their fault... And I can't change that.
- shame: It's my fault... And I can't do anything about it.
- tame: It's about them... But I can bring them on board.
- reframe: It's about me... But I can learn and develop as a result.
Discussion

How do you use student evaluation of teaching results, such as USEs?
DESIGN-BASED RESEARCH
How do you typically respond to your student evaluation of teaching results?
You read the feedback and then you try to change things in your lecture, but actually you don't know why or how.

When I get my unit of study evaluation result, I just don't know where to read through.
What do you find challenging about improving your teaching?
It's often quite clear what the issues are, but then what you actually do about it tends to take a bit of time to work it out. I’ll either ask a colleague, or I’ll flick through some books about teaching.

There's no point saying to people, ‘do you want to be a better teacher?’ because even the people who do don't have time.
Q5. The assessment in this unit of study allowed me to demonstrate what I had understood.
Welcome! I'm Charlie and I'll be helping you get the most out of your USE results with a focus on assessment.

1. The learning outcomes and expected standards of this unit of study were clear to me.

- 83% agreement

Results over time

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 responses, 4.13 mean.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You'll be able to see all your results, plotted over time.

Charlie is a mobile website for supporting academics' professional learning from their student evaluation of teaching (SET) results.

If you would like more information about the project, please see the project website or contact one of the chief investigators, Susan Thompson.
Welcome! I'm Charlie and I'll be helping you get the most out of your USE results with a focus on assessment.

We'll focus on your assessments and assessment types.

Charlie is a mobile website for supporting academics' professional learning from their student evaluation of teaching (SET) results. If you would like more information about the project, please see the project website or contact one of the chief investigators, (Name: Professor).
Welcome! I'm Charlie and I'll be helping you get the most out of your USE results with a focus on assessment.

We'll recommend resources based on your assessments.

Charlie is a mobile website for supporting academics' professional learning from their student evaluation of teaching (SET) results.

If you would like more information about the project, please see the project website or contact one of the chief investigators, Ananya Sundararajan.
Welcome! I'm Charlie and I'll be helping you get the most out of your USE results with a focus on assessment.

Email

Password

Sign In

Forgot your password?

Charlie is a mobile website for supporting academics' professional learning from their student evaluation of teaching (SET) results.

If you would like more information about the project, please see the project website or contact one of theChief Investigators, Martin Tombs.
The assessment in this unit of study allowed me to demonstrate what I had understood.
DECO3005
Advanced Interaction Design

Results for 2013
Architecture, Design and Planning
Semester 1
19 enrolled in 2013

1. The learning outcomes and expected standards of this unit of study were clear to me.

95% agreement

2. The teaching in this unit of study helped me to learn effectively.

100% agreement
Tips on assessing large classes
This website lists a range of tips and strategies to use in assessing large classes, that will help you manage your workload.

Structuring a project-based assignment
This is a case study about structuring a project assignment, and aligning it with class instruction from Architecture. Project-based tasks engage students and provide opportunities to scaffold student learning and provide just-in-time feedback.

Using rubrics effectively
This is a short (7 page) article about using rubrics effectively, it provides examples of assessment criteria, the layout of a rubric and tips on using them in your teaching.
Tips on assessing large classes

This website lists a range of tips and strategies to use in assessing large classes, that will help you manage your workload.

Leave a comment

Find similar resources by:

- Assessment types: Essay, Quiz, Project, Annotated Bibliography, Computer-based assessment, Cases and open problems, Multiple Choice Questions, Portfolios, Presentations, Reports
- Class size: Any class size
- Resource type: Online article
- Assessment mode: Online assessment mode, In class assessment mode, Outside class assessment mode
- Feedback type: Automated feedback type, Audio feedback type, Written feedback type, Automatic (Turnitin) feedback type, Automated feedback type, Whole class feedback type
- Groupwork: Individual and group work
- Faculty: All
- Level: Undergraduate and postgraduate
### Filter by one of the following:

* = recommended for you

#### Class Size:
- Less than 15*
- 15 to 50*
- 50 to 100
- More than 100
- Any

#### Resource Type:
- Online article
- Scholarly article
- Video interview
- Case study

#### Group Work:
- Individual
- Group work
- Individual and group work

#### Level:
- Undergraduate
- Postgraduate
- Undergraduate and postgraduate

#### Assessment Type:
- All
- Annotated bibliography
- Assignment
- Aural skills tests
- Case study analysis
- Cases and open problems
- Computer-based assessment
- Essay
- Essay proposal
- Exams*
- Information brochure
- Interviews
- Learning resource
- Lesson plan
- Literature review and Proposal
- Multiple Choice Questions
- Online postings
- Open book exam
- Participation*
- Portfolios
- Practical exercise
- Practical skills
- Presentations*
- Project*
- Quiz
- Readings analysis
- Reflective assignment
- Reflective observation
- Reflective report and Review
- Reports*
- Research exercise
- Research paper
- Resource guide
- Scenarios
- Short assignments
- Short tests
- Take home
- Tutorial exercises*
- Video
- Work based Assessment
- n/a

#### Assessment Mode:
- All
- In class
- Online
- Other
- Outside class
- Take home exam
- n/a

#### Feedback Type:
- All
- Audio feedback type
- Automated feedback type
- Automatic (Turnitin) feedback type
- Formative feedback type
- Marking criteria feedback type
- Oral feedback type
- Other feedback type
- Peer feedback type
- Rubric feedback type
- Summative feedback type
- Whole class feedback type
- Written feedback type
- n/a feedback type

#### Faculty:
- All
- Agriculture and Environment
- Architecture, Design and Planning
- Arts and Social Sciences
- Business (Business School)
- Dentistry
- Education and Social Work
- Engineering and Information Technologies
- Health Sciences
- Institute for Teaching and Learning
- Law (Sydney Law School)
Employing marking criteria and rubrics

This video highlights how clear marking criteria and detailed rubrics are instrumental in communicating assessment tasks and expectations to students. Academics and students from multiple disciplines describe how they create, disseminate, and employ rubrics throughout the semester in order to enhance student learning, give detailed feedback, and save time in marking.

2 views

Effectively scaffolding student learning through assessment

This video highlights the importance of scaffolding, which involves the use of conceptual and material tools to support student learning. Scaffolding allows teachers to provide models and explanations and it offers students a way to demonstrate their learning within and across different assessment tasks. This resource, academics and students from diverse disciplines offer their thoughts on the purposes and practices of scaffolding.

2 views

Understanding the feedback process

This video explores the feedback process, including formative and summative evaluation as well as self and peer assessment. Academics and students from multiple fields offer advice about how to give timely, relevant, and explicit feedback that students can readily use to enhance their content knowledge and disciplinary practices.

0 views

Designing instruction and integrating assessment

This video focuses on the design of instruction and the integration of assessment into the learning process. It covers various strategies for aligning teaching methods with assessment goals to improve student learning outcomes.
Understanding the feedback process

This video explores the feedback process, including formative and summative evaluation as well as self and peer assessment. Academics and students from multiple fields offer advice about how to give timely, relevant, and explicit feedback that students can readily use to enhance their content knowledge and disciplinary practices.

Leave a comment

Leave a comment

Add comment

By adding a comment you are automatically subscribed to the comment feed via email, so you can see what other people have commented, too.
Ask Charlie

www.askcharlie.co

login: demo@askcharlie.co
password: sydteach14
Other existing tools
Delicious

http://delicious.com/

Bookmark online resources

Use tags to organise your resources

Browse other people's bookmarks
Diigo
https://www.diigo.com/

Bookmark online resources

Annotate and highlight resources

Use tags to organise your resources

Share resources in your network
Evernote
https://evernote.com/

Notes
Drag & drop resources as links or files
Share resources with your network and/or students
Pinterest
http://www.pinterest.com

Bookmark resources from the web

Share resources in your network

Explore other people’s bookmarks
Review
http://www.review-edu.com/

Criteria-based assessment formulated by program learning goals and graduate attributes

Enables students to self-assess their own work against specific criteria
Thoughts, questions, comments?
Thank you!

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Kate    kate.thomson@sydney.edu.au
Graham  graham.hendry@sydney.edu.au
Liam    liam@moy.com.au