

SEDA Spring Conference 2024



Session Title: Embedding expected standards for Learning, Teaching and Assessment across UEL using an ADKAR model

Session Type: Lightening talk (10 mins)

Main presenter(s): Dr Angela Murphy Thomas, University of East London

Co presenter(s): Jonathon Tulloch, Kevin Pike and Dr Matthew Williamson (all UEL)

Session Summary: At UEL, staff and students are collaborating to define teaching excellence. In September 2023, phase 1 of this project was launched to experienced staff and new academics. The expected standards for learning, teaching and assessment were designed to support inclusive, accessible learning experiences for students and support professional development for academics. This presentation will present expectations of the expected standard for Learning, Teaching and Assessment and the tools developed to support staff in this transition to this standard.

Session Outline: Learning, teaching, and assessment processes and practices are central to student learning and student satisfaction (Ashford-Rowe et al 2014; Hobbins et al 2021; Kearney et al 2016; Nash and Winstone, 2017, Sambell 2016). Engaging with UDL (Merry et al.,2023) is another key driver in enhancing the student experience. The first objective of the UEL learning and teaching strategy is the development of baseline standard for learning and teaching (strategy doc). In the AY2022/23, staff and students collaborated to define what targets, and activities should be included in this standard. In September 2023, phase 1 of this project was launched to new academics (known as Launchpad) and experienced staff (which is known as baseline standards). This project is aimed at enhancing student learning and promoting innovation in teaching practices across the university, (Sambell, 2016, Merry 2023, Ashford-Rowe et al., 2014).

The UEL baseline standard for learning, teaching and assessment objective is to support inclusive, engaging learning experiences for students and to support the professional development of academics. The baseline standard was designed to describe key expectations for learning, teaching and assessment practices across the university for all academics. In its current form, we have two stages - Launchpad and Stage 1. Launchpad is for staff that are new to teaching at UEL and Stage 1 is for experienced academic staff.

To support this change of expectations and to encourage staff engagement with the baseline standards, CELT has used the ADKAR model (2006). The project team has worked with senior management over the summer break to generate awareness(A). Throughout Term 1, the project team met with HoD, and course leaders to create a desire (D) for change and align departmental T&L objectives with the expected standards. In Term 2 self-assessment tool and case studies have been published to create knowledge (K) and ability (A) to engage with the standards.

Looking forward we will be able to reflect on the reinforcement(R). This presentation will discuss the key challenges and lessons learnt as well as reporting with the self-assessment tool and the baseline standards for learning teaching and assessment.

References: Ashford-Rowe K, Herrington J, & Brown C (2014). 'Establishing the critical elements that determine authentic assessment' in *Assessment and Evaluation in Higher Education* Vol. 39, No. 2, pp 205-222.

Hiatt, Jeff & Hiatt, Jeffrey. (2006). *ADKAR: A Model for Change in Business, Government and Our Community*.

Hobbins J, Kerrigan B, Farjam N, Fisher A, Houston E, Ritchie K (2021). 'Does a classroom-based curriculum offer authentic assessments? A strategy to uncover their prevalence and incorporate opportunities for authenticity' in *Assessment & Evaluation in Higher Education*

Nash, Robert & Winstone, Naomi. (2017). Responsibility-Sharing in the Giving and Receiving of Assessment Feedback. *Frontiers in Psychology*. 8. 10.3389/fpsyg.2017.01519.

Sambell K (2016). 'Assessment and Feedback in higher education: considerable room for improvement?' in *Student Engagement in Higher Education Journal* Vol. 1, No. 1, pp 1-14.