

SEDA Spring Conference 2024



Session Title: Educationol: A new framework to reflect on educational interventions

Session Type: Lightening talk (10 mins)

Main presenter(s): Marcus Pedersen, UCL

Co presenter(s): NA

Session Summary: I believe we can look at educational interventions in the same way we look at the effectiveness of pharmaceutical drugs.

If we apply the lens 'education as a drug' then we can research its effect in a novel way. When is the right time for the information to be given and what dosage supports the learner? In higher education, we tend to always score poorly in feedback and assessment. Why is this? Do we not administer enough feedback at the appropriate time? For assessment do we provide the wrong dose at the right time? A 100% exam at the end of the term may not be the best way to administer an assessment.

Session Outline: This is a thought experiment on a framework that I have developed to assist in reflecting upon the success of educational interventions. There are four outcomes of using this tool which act as a catalyst for critical thinking and reflection.

- 1 Right time, right dose,
- 2 Right time, wrong dose,
- 3 Wrong time, right dose
- 4 Wrong time, wrong dose

Session outline.

1. Hypothesis: 'Educationol' - Education is a drug. A framework for measuring the success of educational interventions.

2. Definition of drug and how it relates to education: Drug - any substance that affects the structure or functioning of a living organism. Drugs are widely used for the prevention, diagnosis, and treatment of disease and for the relief of symptoms.

So, a drug is something that affects the function of a living organism. Can education produce a change (affect) in a special activity (function)? Yes of course it can we weren't all born with the ability to add numbers together.

The definition states that a drug must be a 'substance'. Looking at the first definition of substance it informs us that a substance is a type of solid, liquid or gas, which does not help my analogy. However, the second definition of substance 'the quality of being based on facts or

truth' does support my analogy. When we educate we need to administer based on facts and truth, this is why we peer-review papers. If we didn't check for accuracy, information loses its value.

3. Go over my framework diagrams and how it relates to broad educational issues (feedback and assessment) as well as some of my own peer-reviewed educational interventions.

References: David Carless & David Boud (2018) The development of student feedback literacy: enabling uptake of feedback, *Assessment & Evaluation in Higher Education*, 43:8, 1315-1325, DOI: 10.1080/02602938.2018.1463354

Paul Black & Dylan Wiliam (1998) *Assessment and Classroom Learning*, *Assessment in Education: Principles, Policy & Practice*, 5:1, 7-74, DOI: 10.1080/0969595980050102