After standards
The Future of History

**Session 3
Workshop A-1**

Measuring Compliance

Session Objectives
- Methods of demonstrating compliance with standards

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- Developing self-assessment processes

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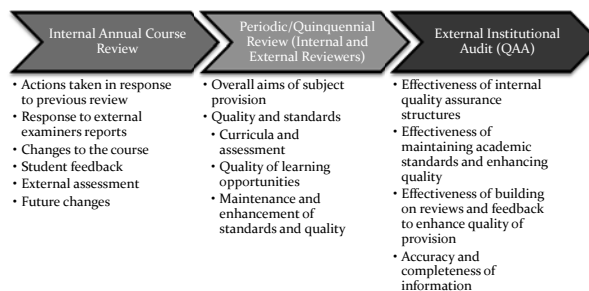- Selecting and presenting data

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- Capstones
- Portfolios

The UK approach

Internal Annual Course Review	Periodic/Quinquennial Review (Internal and External Reviewers)	External Institutional Audit (QAA)

• Actions taken in response to previous review
• Response to external examiners reports
• Changes to the course
• Student feedback
• External assessment
• Future changes
	• Overall aims of subject provision
	• Quality and standards
	  • Curricula and assessment
	  • Quality of learning opportunities
	  • Maintenance and enhancement of standards and quality
		• Effectiveness of internal quality assurance structures
		• Effectiveness of maintaining academic standards and enhancing quality
		• Effectiveness of building on reviews and feedback to enhance quality of provision
		• Accuracy and completeness of information

Periodic Review – Key Questions

Can the Review Group confirm that the academic standards of the taught courses offered by the Department reflect the learning outcomes and levels of achievement which are embodied in national-level statements of the expectations of study at Higher Education level, including QAA Subject Benchmark Statements and Framework for Higher Education Qualifications?

Can the Review Group confirm the quality of the student learning environment which is put in place to support students in maximising their potential to its fullest and to gain direct feedback from students on their experiences within this environment?

Can the Review group confirm the effectiveness of Departmental procedures for the quality assurance and enhancement of teaching, learning, and assessment in the context of institutional policies and procedures?

How does the Department ensure that the quality of education for students in the Department is enhanced and that new initiatives in teaching are stimulated?

What areas of good practice are there related to teaching and learning?

Are there areas where the Review Group feel improvements can be made to improve the quality of the Department's taught provision?

Supporting evidence

Self-assessment document	Course specification
Entry requirements	Handbooks
Syllabus	Responses to previous reviews
Modules	Annual reviews
QAA History benchmark statement	Staff-student liaison committee annual reports
Student satisfaction data	External examiner reports
Degree results	Employment destinations
Continuation and withdrawal rates	

Benchmarking

- Benchmarking should not be merely bureaucratic but should lead to:
  - (1) Improved networking, collaborative relationships and mutual understanding
  - (2) Shared benchmark information (e.g. evaluative reports, guidelines, specifications, codes of best practice, exemplars of good/different practice, statistics).
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Norman Jackson, 'Benchmarking in UK HE: an overview', *Quality Assurance in Education*, 9 (2001)

Workshop task

- Consider the guideline questions for compliance with quality and standards in teaching and learning

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- If acting as a reviewer what questions would you ask of the department and who would you like to see?

Curriculum Mapping

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4. Started in primary/secondary sectors and later applied to tertiary

Problems with Curriculum Mapping

- Usually Top-down/ Imposed (but can be bottom up)
- Most often used for compliance not curriculum renewal
- Form filling exercise that does not produce meaningful change
- Time-consuming
- Often lack of guidance on what happens next and the resources to achieve it
- Literature on the subject dominated by the developer's priorities/methodologies and not the adopters (David Jones, Teresa Lynch, A Model for the Design of Web-based Systems that supports Adoption, Appropriation, and Evolution, Proceedings of the 1st ICSE Workshop on Web Engineering, Murugesan, S. & Deshpande, Y. (eds), Los Angeles, pp 47-56)

A Rudimentary Curriculum Map

UNSW History GAs

After standards
The Future of History

The History major will develop the following attributes:

1. Develop the skills of critical, creative and imaginative thinking about society, culture and the arts;
2. Develop a value for and capacity for ethical, reasoned and open-minded discussion and debate;
3. Acquire an understanding of the experiences and world-views of other times, places and cultures;
4. Develop an informed understanding of human experience, human culture and society;
5. Acquire the tools and methods of understanding associated with the Humanities and Social Science disciplines, and perception of the relationships between these disciplines;
6. Fundamental skills in research, analysis and academic writing;
7. Ability to think critically;
8. Ability to engage with others in informed, rational debate;
9. Ability to pursue independent research, to frame hypotheses and test them;
10. Ability to manage time to meet deadlines for assignments.

A Rudimentary Curriculum Map

Assessment Mapping to GAs

English

GA	Introduction To English: Literary Genres (gateway)	English: Early Modern to Modern	American Literature: Past and Present	Australian Literature	Reading Women's Writing
1. The skills involved in scholarly enquiry					
2. The knowledge of a range of literary histories from across the globe					
3. The capacity for analytical and critical thinking and for creative problem-solving at the level of both research and writing					
4. The knowledge of a range of theories and critical languages and the ability to apply them in a discussion of literary texts					
5. The ability to engage in independent and reflective learning					
6. Information literacy — the skills to locate, evaluate and use relevant information					
7. A capacity to contribute to, and work within, the international community through the developing familiarity with the protocols of academic research					
8. A respect for ethical practice, diversity and social responsibility					
9. The skills of effective communication and effective collaborative team work					
10. An appreciation of and responsiveness to change					
11. The skills for formal presentations					
12. The capacity and enthusiasm to continue developing intellectually					

Aligning with Assessment

Faculty Feedback

- High "compliance cost in staff time"

- "Too long and detailed for individual courses … more support for coordinators to comply with this level of detail"

- "Entire process is unnecessary and a waste of academic's time"

- Nothing was good about this process

Faculty Feedback

- "Opportunity to rethink aims, strategy and rationale and integrate learning outcomes with graduate attributes and course activities and assessment tasks"

- Assisted coordination across the major

- Forced you to match learning outcomes with assessment

Mapping Exercise

Standards	HIST1001	Hist1002
TLO 1	LO1 (X)	LO1 (X)
TLO2		
TLO3		
TLO4		
TLO5		
TLO6		LO3 (?)
TLO7	LO4 (X)	
TLO8		

Mapping Exercise

Things to remember

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- Absence does not necessarily mean absence

Capstones

QUT's definition

In their final year of studies, students can synthesise their learning across the course through a culminating experience, and build on the knowledge and experiences that will equip and prepare them for the future challenges they face, transitioning into the workforce. The undergraduate capstone experience is designed to bring reflection and focus to the whole of course experience, and at the same time including a futures focus, and lead students to look forward to their entry into the world of work

Both "caps" the program of study and forms a "bridge" to the "outside world"

Golstein and Fernald, "Humanistic education in a capstone course", *College Teaching*, 57.1 (Winter 2009)

Shulman's 'three apprenticeships':

1. The cognitive apprenticeship (disciplinary ways of thinking)
2. The practical apprenticeship (disciplinary ways of performing) and
3. The moral apprenticeship (learning to think and act in an ethical way within the discipline and beyond).

(Shulmam, 2005 & Hounsell and Anderson, 2005)

R.C. Moore (2008)

"The capstone course is designed to be a culminating educational experience for the undergraduate student".

1. Cognitive (recall, understand and apply knowledge)
2. Affective (feelings, values and attitudes)
3. Psychomotor (application and performance of skills)

No new skills taught.

http://users.etown.edu/m/moorerc/capstone.html

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- Ethics and social responsibility — explored in disciplinary context
- Future focused — looks to career or further study
- Assesses learning over the major — provides assessment task(s) that test all the GAs in the major and thereby also serves as QA mechanism for internal and external review/compliance/audit

Student Centred and Student Focused

"Given their reflective intent, capstone courses should be student-centred and student-directed. In many capstone courses the teaching and the major form of assessment centre around a research project."
(Moore, 2008)

Seminar Driven

"Based upon the recommendations of The Carnegie Foundation, a portfolio and a senior thesis are suggested as the key instruments to measure achievement of outcomes at the capstone level. The thesis examines the history, values, ethics and social perspectives of a discipline. The Foundation also suggests that the thesis be presented orally to peers and, perhaps, to the public."
(Moore, 2008)

"Authentic" assessment

J Sasser, "Designing and implementing a capstone gerontology seminar: Synthesis and action", *Educational Gerontology*, 31, 89-101, 2005

"Students in professional and performance based curricula might have a project attached to the senior thesis which directly applies the research as a workable solution to a problem and then has the solution produced or performed demonstrating applied skills and abilities". (UC Berkeley)

Challenges identified by UC Berkeley

- A high student-faculty ratio

- The tendency for undergraduate research innovations to be isolated and the result of individual faculty entrepreneurs rather than coordinated efforts to promote innovative curricular and co-curricular change at the departmental, college, or campus level.

- A lack of infrastructure for faculty to share pedagogical strategies and practices in working with undergraduates on research activities.

Challenges identified by UC Berkeley

- A lack of a well-developed incentive/reward system for faculty that communicates the value and importance of undergraduate research mentoring.

- Insufficient research and writing skills in students entering the capstone experience and a diversity of levels of preparation leading to disparate levels of student success.

- A lack of assessment mechanisms to help us track both participation in and learning effectiveness of undergraduate research on both a local and campus-wide level.

The Major Challenge Identified by UNSW (and we don't start teaching them till S2, 2011!)

- Capstone is a core course
- Needs to be offered in all teaching sessions
- Has resource issues
- What needs to make way for offering in both sessions
- What if the number of majors is low?

Ideal size of class for a capstone experience?

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6-20 students

Schroetter and Wendler (2008) "Capstone experience: Analysis of an educational concept for nursing",
Journal of Professional Nursing,
24 (2), 7-79.

Undergraduate Research

Edison Initiative

Council on Undergraduate Research

Portfolios

Portfolios

- "[O]ne of the most powerful learning and assessment tools to emerge in the past quarter century" Barbara Millis, Forward to John Zubizarreta, *The Learning Portfolio: Reflective Practice for Improving Student Learning*, (2009), pxx.

- "Portfolios can draw a rich, full picture of student learning, but they can also be complicated and time-consuming to implement", Linda Suskie, *Assessing Student Learning: A Common Sense Guide* (2009), p8.

- Manual vs electronic

- Portfolio for assessment (Capstone task?)

- Portfolio for compliance/audit

- Learning opportunity for students