

BBB22

1. Overview of the course	3
2. Design for retention and sustained engagement of participants	4
Enabling self-reflection	4
Feedback from a tutor	4
Opportunities to compare own work to that of peers in giving peer feedback	4
Final assessment includes ipsative criterion requiring students to provide evidence of their progress in learning and teaching	4
3. Methodology	6
Discussion forum	6
Peer review workshops	6
Assessment data	6
4. Findings and discussion	11
Engagement with the discussion forum	11
Engagement with peer review workshops	11
Characteristics of the course	

1. Overview and aims

Context and Rationale

The University of London Worldwide has developed a model for online distance learning known as 'Track C'. This approach makes use of online tools to promote student

The online tools, such as reflective journal, peer feedback workshops, discussion activity are learning gain enablers and aim to help students meet this criterion through self-critique and reflection on their own learning as well as the learning of peers.

Aims and research questions

Christine Thuranira-McKeever and Jon Gregson have undertaken a report for the CDE on the ~~impact~~

Reflection on practice is common in professional learning such as in medicine and education often drawing on the ideas of Schön (1991). One method for encouraging students to formally reflection on their practice is to invite them to complete reflective journals throughout the course and indeed to continue to do so as maturing practitioners.

The module in this study encouraged learners to write in a private 'capture your thoughts' notebook and a reflective journal throughout. Students were also invited to present their thoughts publically and self-critique in a weekly discussion forum.

Although Schön has argued that practitioners reflect all the time, there is always a concern that learners might not take up opportunities to reflect critically and systematically especially if reflection is a new idea for them and self-critique is challenging (Boud, 1995; Hughes, 2009).

The ipsative assessment criterion (Hughes, 2017, 2014) aimed to encourage engagement throughout so that learners would build their material for the assignment from the start of the modul t

Final assessment includes a reflective criterion requiring students to provide evidence of their progress.

The ipsative marking criterion mentioned earlier was part of a standard criteria-referenced assessment. It aimed to be a catalyst for student reflection and engagement from the start of the module. Aronson and Roksas (2013) in the US have used a large-scale test of learning at university to suggest that spending time on task - both reading and writing - produces learning gain. It was hoped that the learning gain criterion would encourage students to spend time on task repeatedly to demonstrate their progress in learning and teaching theory and practice.

Hughes (2017) has argued that with ipsative assessment requires:

- Clarity of teaching skills/attributes under development so progress can be judged
- Clear recording and assessment of teaching skills/attributes
- Support for students particularly those struggling (from peers and/or tutor)

The module addresses these to some extent. The module content made the expected teaching skills clear, although there could be some variation in what counts as good teaching between disciplines, institutions and participant prior teaching experience. Reinforcing of development occurred through the online tools mentioned: ongoing discussion forum, continuous reflective journal and early peer review workshops. And there is progress here for support from others and self-assessment. However, although the programme design encouraged ipsative self-assessment, the extent to which students engaged with the activities will likely influence their self-judgements and reflections. It is also possible that some students will perform well without engaging or

Table 2 Moderate achievers and engagement with the discussion forum n=7

Student
number

Table 3 Non-completion/fail and engagement with the discussion forum n=9

Student number	Discussion forum engagement no. of quality knowledge building posts (not social or practical arrangements)	Assessment 1 (14 submissions)	Assessment 2 (15 submissions one not given mark)	Summary of feedback for criterion 4
3	3	withdrew		N/A
5	0	No engagement		N/A
6	1	Did not submit	pass	Evaluation b

Engagement with peer review workshops

All the high achieving students except student 1 engaged with the peer review workshops and they mostly gave quality feedback to others. So, peer review seems to be a predictor of success (see table 4). However, the student who did not engage in peer review was prolific in posting and reflecting in the discussion forum. Two students who had quite low forum participation, but engaged with peer review and gave quality feedback, were also successful (students 2 and 4). This suggests that either discussion forum activity or participation in peer review can produce high performance.

In addition, the feedback participants received from the tutor for criterion 4 for the second assignment indicates that all these high achievers demonstrated development in their ideas throughout the module. The pedagogic design with an ipsative component was well understood by the high achievers and it seems likely that engaging in peer review and other reflective activity throughout the module helped students see how they are progressing.

Table 4 High achievers and engagement with both discussion and the peer review workshops

Student number	Discussion forum engagement no. of quality knowledge building posts (not social or practical arrangements)	Engagement with Peer Review Workshops	Quality of feedback to two peers from workshop 2 (or 3 if this is missing) using criteria A-E	Assessment 1 (14 submissions)	Assessment 2 (15 submissions one not given mark)	Feedback for criterion 4
1	36 Some very long and complex	Weak	N/A	distinction	distinction	Extensive, insightful and critical development of own ideas, values and approaches in relation to effectiveness in teaching practice within their own discipline.
2	6	Strong	ABCD ABCDE	distinction	distinction	Development of own ideas, values and approaches in developing effectiveness in teaching practice
4	4	Moderate	BCE ABCDE	merit	merit	Engages critically in developing own ideas, values and approaches in relation to own teaching practice.
8	11	Strong	BC C	merit	merit	Some development
9	23 Some quite lengthy and complex	Strong	ABCE BCDE	Distinction	Merit	Development of ideas on teaching and learning and the value of the module but less well in relationship to teaching in the discipline

A similar picture emerged for the moderately achieving students. All these students had a strong engagement with peer review workshops (see table 5). This is in spite of low engagement with discussions for students 11, 12 15 and 20. As with the high achievers, the students with low forum posting but good engagement in the peer review succeeded. It seems that some form of engagement throughout the module leads to lea)

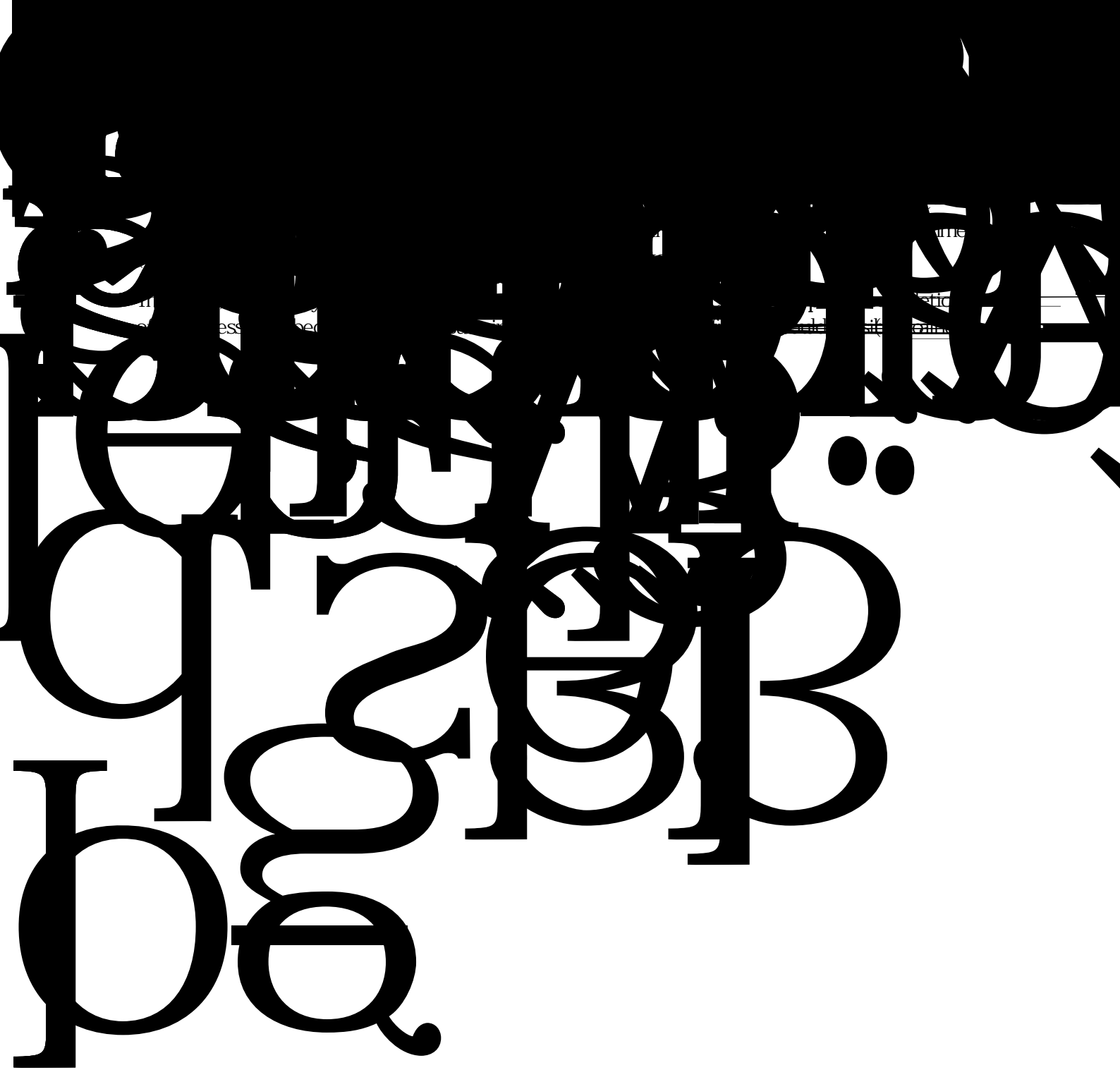
Table 5 Moderate achievers and engagement with the peer review workshops

Student number	Discussion forum posts	Engagement with Peer Review Workshops	Quality of feedback to two peers from workshop 2 (or 3 if this is missing) using criteria A-E	Assessment 1 (14 submissions)	Assessment 2 (15 submissions one not given mark)	Feedback for criterion 4
11	4	Strong	No feedback given B	pass	merit	Uses learning gained from SLTA module and the learning experiences to develop own ideas, values and approaches
12	1	Strong	BC AB	pass	pass	No evidence linked to activities of the module to show how learning had an impact on the author's own development - no appendix)
15	1	Strong	Did not give peer feedback in workshop 2 or 3	pass	pass	No development of teaching in relation to the discipline. Links to learning and own development using an appendix could have improved the essay.
17	12	Strong	ABCDE BCDE	merit	pass	Demonstrates evidence of development of own ideas, values and approaches in relation to effectiveness in teaching

						practice within the discipline. Lacks applying theory to practice
19	32	Strong	BCD ABCDE	merit	pass	Demonstrates knowledge gained in all aspects of teaching, learning, assessment, referencing and practical application of theory
20	1	Strong	ABCDE ABCDE	pass	pass	Evidence to show developing understanding in theory and practice in teaching
21	12	Strong	ABCDE ABCDE	merit	pass	Evidence of development of ideas

Table 6 Non-completion and engagement with the peer review workshops

Student number	Discussion forum engagement no. of quality knowledge building posts (not social or practical arrangements)	Engagement with Peer Review Workshops	Quality of feedback to two peers from workshop 2 (or 3 if this is missing) using criteria A-E	Assessment 1 (14 submissions)	Assessment 2 (15 submissions one not in)
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Appendix 1

Peer review workshop

