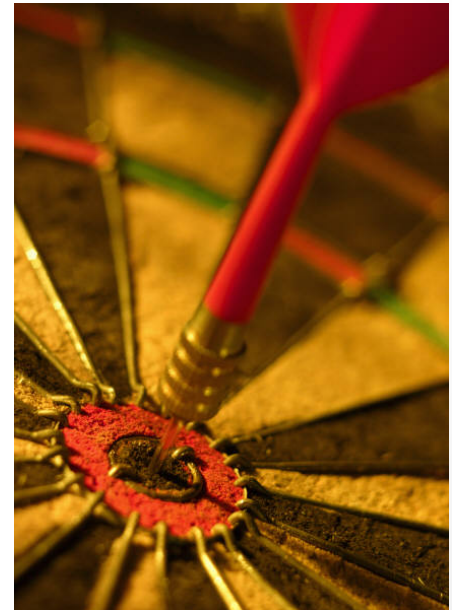


Targeting Excellence

Dr Ruth Pilkington (NTF, 2014)

Ruth.pilkington1@btinternet.com



The workshop aims to:

1. Start a process of evaluation and reflection that will allow you to target strengths, gather evidence, direct your career activity and future effort towards constructing a successful application for CATE or NTF;
2. Support you to identify and define what excellence means for you in considering such an award,
 - establish an essential foundation for an application or plan your pathway to excellence;
3. Offer a series of tools and mechanisms to support your draft application and help you to set goals, target activity and support your application outline.

Advance-HE feedback for 2018-19

1. Really strong emphasis on impact and broader eligibility. Not just an award for service or just for academic professionals
2. NTF realignment to the purpose of the scheme, so realigned the grading descriptors and refocused on the accolade, eligibility widened
3. Context statement to be included as separate section - important in giving background and information on setting.
4. CATE includes changed purpose statement, an independent scheme, those selected this year are all winners, not finalists, 6 spotlight awards given on the night, focus on accolade and eligibility widened again.
5. Everyone who receives award this year at CATE will be a winner!
6. Impact is a critical measure however and needs to be communicated through a variety of mechanisms.

Note.....

Mis-assumptions:

- People with more experience, academic staff, those who have been published, those whose practices are innovative or creative, those using TEL, those with international reach and impact - all are false.

Feedback:

- Feedback now structured by criteria
- A feedback report will now be given to all nominees
- Protocols have been formalised - extensions and notation agreements
- Advanced notice of next year's scheme at the ceremony in November

Cold spots include under presentation of ethnic minority groups, non-academic roles, no applications from the college sector or from those alternative providers.

Focus of Award
Criteria
Key Issues



NTF OR CATE? - WHAT, WHY, HOW?

NTF - reminder

The individual practitioner with respect to excellence in teaching, learning and impact on the student experience, within the discipline.

3 core criteria for articulating excellence

1. Individual excellence
2. Raising the profile of excellence
3. Developing excellence

Cannot be leader of current CATE nomination

- 3500 word claim, context statement, and statement of support (each 1000 words)
- Any discipline/field
- < 6 applications
- Institutional support & process for selection and mentoring
- Points allocated using grade descriptions
- Marked by peers anonymously

NTF Award Criteria

Individual Excellence:

- evidence of enhancing & transforming the student learning experience commensurate with the individual's context and the opportunities afforded by it.

Developing Excellence:

- evidence of the nominee's commitment to his/her ongoing professional development with regard to teaching & learning and/or learning support.

Raising the Profile of Excellence:

- evidence of supporting colleagues and influencing support for student learning; demonstrating impact and engagement beyond the nominee's immediate academic or professional role

What do these
mean for you?

NTF Targets

- Scoring numerical
- Online submission through institution representative
- Need to score 4 or 5 on each grade descriptor to be successful

IMPACT

Wow!

Out of the box!!

Exceptional

Outstanding:

- [Transformative impact on student learning](#), outstanding contribution, innovation for subject/field/institution
- Significantly raise profile of T&L; commitment to raising status of L&T
- Impact: institutional & their sector, on national/international scale
- Extensive evidence, breadth & depth
- Over sustained period
- Embedding

NTF Issues from the past

- Most applicants will score 3 for each criterion, so what sets you apart?
- Reflection
- Weak criterion three: 'Developing Excellence' – what does this mean?
- Balance of qualitative and quantitative data
- Think about what evidence may mean for each criterion
 - Evidence of excellence overall
 - Evidence for impact of excellent activity
 - Evidence of transformation of student learning
 - Evidence for innovation

CATE: Evidence that the team is a team; evidence of how team members have developed

CATE Focus

Group focus with respect to excellence in teaching, learning and impact on the student experience

2 criteria

1. Collaborative excellence
2. Dissemination and impact of excellence

- Targeted claim, context setting, institution statement of support
- Any discipline/ field
- < 3 applications
- Institutional support & process for selection and mentoring
- Points allocated using grade descriptions
- Marked by peers anonymously

CATE Criteria

Collaborative Excellence:

- Evidence of enhancing and transforming the student learning experience commensurate with the team's context and the opportunities afforded by it

What do these mean for you?

Dissemination & Impact of Excellence:

- Evidence of supporting colleagues and influencing support for student learning;
- Demonstrating impact and engagement beyond the team's immediate academic or professional role

CATE Targets

- Scoring numerical
- Online submission through institution representative
- Need to score 4 or 5 on each grade descriptor to be successful

IMPACT

Wow!

Out of the box!!

Exceptional

Outstanding:

- Innovation, transformative for learning,
- Outstanding contribution over a range of projects internally & externally
- Significantly raise profile of T&L; commitment to raising status of L&T
- Impact of team @ institutional, sector, national/international scale
- Extensive evidence, breadth & depth
- Over sustained period
- Embedding

CATE Issues

- Most applicants should score 3 for each criterion, so what sets you apart?
- Balance of qualitative and quantitative data – what type of evidence for case studies?
- Think about what evidence may mean for each criterion
 - Evidence of excellence overall
 - Evidence for impact of excellent activity
 - Evidence for innovation
 - Evidence of transformation of student learning
- Evidence that the team is a team; evidence of how team members have developed
- Balance of dissemination and impact achieved against future dissemination and impact for sector
- Can be earlier in development of the innovative practice dissemination



Developing a Route Map

Starting with you...



Take some time now to consider with your neighbour(s) what areas of your practice you feel are potentially innovatory, novel, particularly powerful, or which define your T&L approaches and how you engage students. This should be something that goes beyond what is expected for someone in your role.

Do this as follows:

1. Spend 5 minutes talking through what you do with your partner asking questions to support you in identifying what is 'particular' about your work that you might develop
2. Swop over and spend 5 minutes supporting your partner..
3. Report back

Rewarding Excellence[®]



WHAT ABOUT EXCELLENCE?

Excellence is....

-the process of making improvements in teaching, learning and the student experience within an existing domain/initiative; developing a new initiative; or combining initiatives to make a step change in quality (HEA, 2015:1)
- *must incorporate and reflect the diversity of the sector, disciplines and missions – not all students will achieve their best within the same model of teaching; excellence is the sum of many factors – focusing on metrics gives an overview but not the whole picture; perceptions of excellence vary between students, institutions, and employers (BIS, 2015:21)*
- ...' is related to the micro-practices of teaching, in particular the building of strong, meaningful and (for some) caring relationships with students, enabling them through critical pedagogies to achieve their potential' (Stevenson et al 2017: 70)

Excellence compared

- 'Effective teaching' is difficult to define
 - Marsh & Roche, 1994 (9 dimensions)
 - Kember & McNaught (2007) 10 principles
 - Link between CPD & student engagement (criterion 3, NTF)
- Defining 'excellent teaching' is even more challenging
 - NTFS criteria (UK) (individual excellence, raising the profile of excellence, developing excellence)
 - Little et al (2007) – excellence defined in terms of impact on student learning
 - Gunn (2013) Excellence a combination of local, individual, and national expectations around excellence
 - Extent to which excellent teachers actively contribute (Skelton, 2004)

More Definitions of Excellence

- CHERI Report (2007)
- Schulman (2004)
- Kember
- Saljo

Excellence is defined in terms of consequences for student learning, therefore in many ways excellence is always linked to impact.

Shift from teaching to learning = associated effect on evidence; how and what students learn and the evidence for this

Identifying a Goal...



Activity(20 mins)

- What is 'Excellence' for you personally? How do you understand the term from a learning and teaching perspective?
- What specific issues arise for excellence in relation to your work and the impact you are having within teaching and/or learning?
- What are the challenges for demonstrating 'Excellence'

Use A1 sheets, post-its to explore; feedback 10 mins

Situating Excellence in Learning

- Shulman (2004)
 - The 'Expert teacher knows the subject matter and how to teach, and also how to transform the subject being taught into something the student can understand'
- Kember:
 - Imparting information; transmitting structured knowledge; interaction between teacher and students; facilitating understanding on part of students; bringing about conceptual change and intellectual development
- Saljo (5 conceptions of learning)
 - Increase of knowledge as memorizing; as acquisition of facts/ procedures; as abstraction of meaning; as an interpretive process aimed at understanding reality

Conclusions

- Need for dialogue to unpack shared and situated interpretations of how teaching/teacher excellence may be enacted
- ‘Teaching Excellence’ remains subjective, contested
- Issue of equivalence with research: dual competence.
- Excellence in research should parallel excellence in teaching through SoTL, critical reflection, experience and evidence
- Evidence of learning change
- Philosophy of teaching

From Skelton (2009)



Requirement to develop excellence:

- Have a personal philosophy of teaching
- Realisation that we must constantly interrogate our values and potentially re-adjust them to move forward;
- Teaching excellence is a moral category: what is good in teaching
- At institutional level teaching excellence is about supporting pluralistic, deliberative cultures on teaching & learning
- Should not be seen as essence of heroic individuals
- Part of a coherent whole where multiple elements feed into excellence

What is your Philosophy?

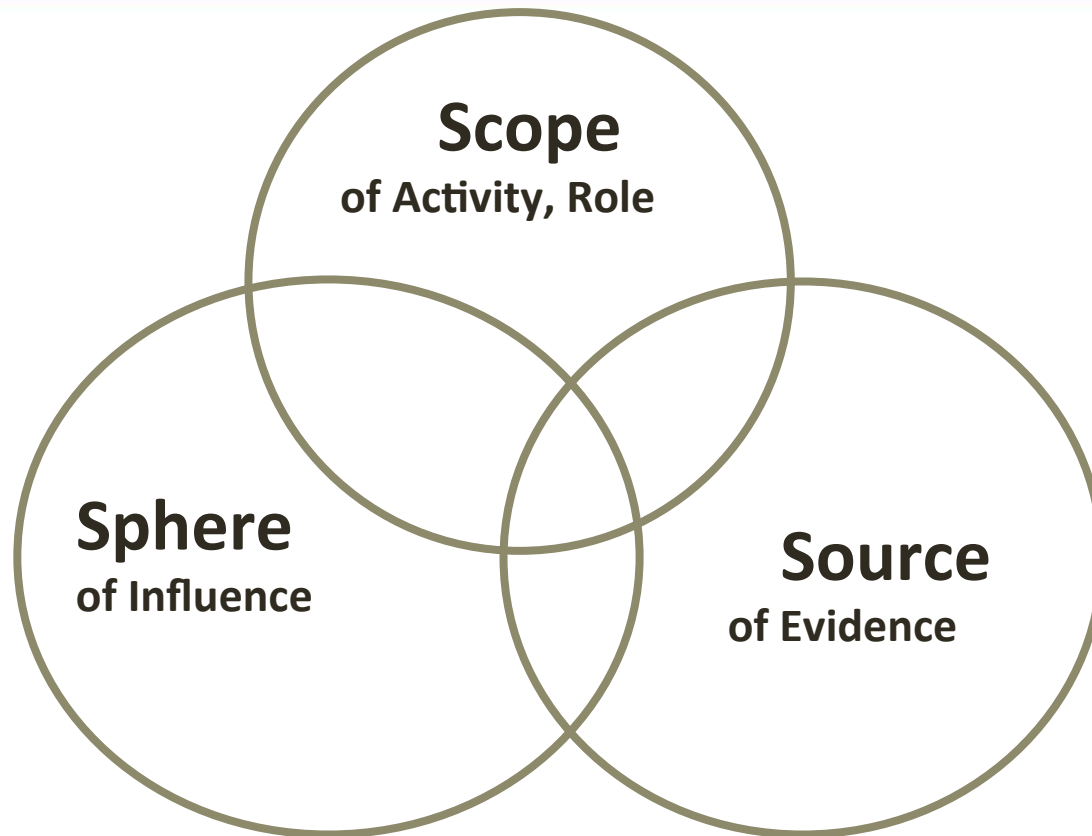
Challenges to defining 'Excellence'

- Shulman (1987) complexity of teaching knowledge and skills
- SoTL becoming too linked to educational research (NB Roxa & Martensson)
- Role and career divergence and complexity
- Acquisition of evidence – administrative burden
- Quantitative v. qualitative
- Performativity and marketization
- Collegial accountability v. individual teaching excellence
- Shift to learning environment

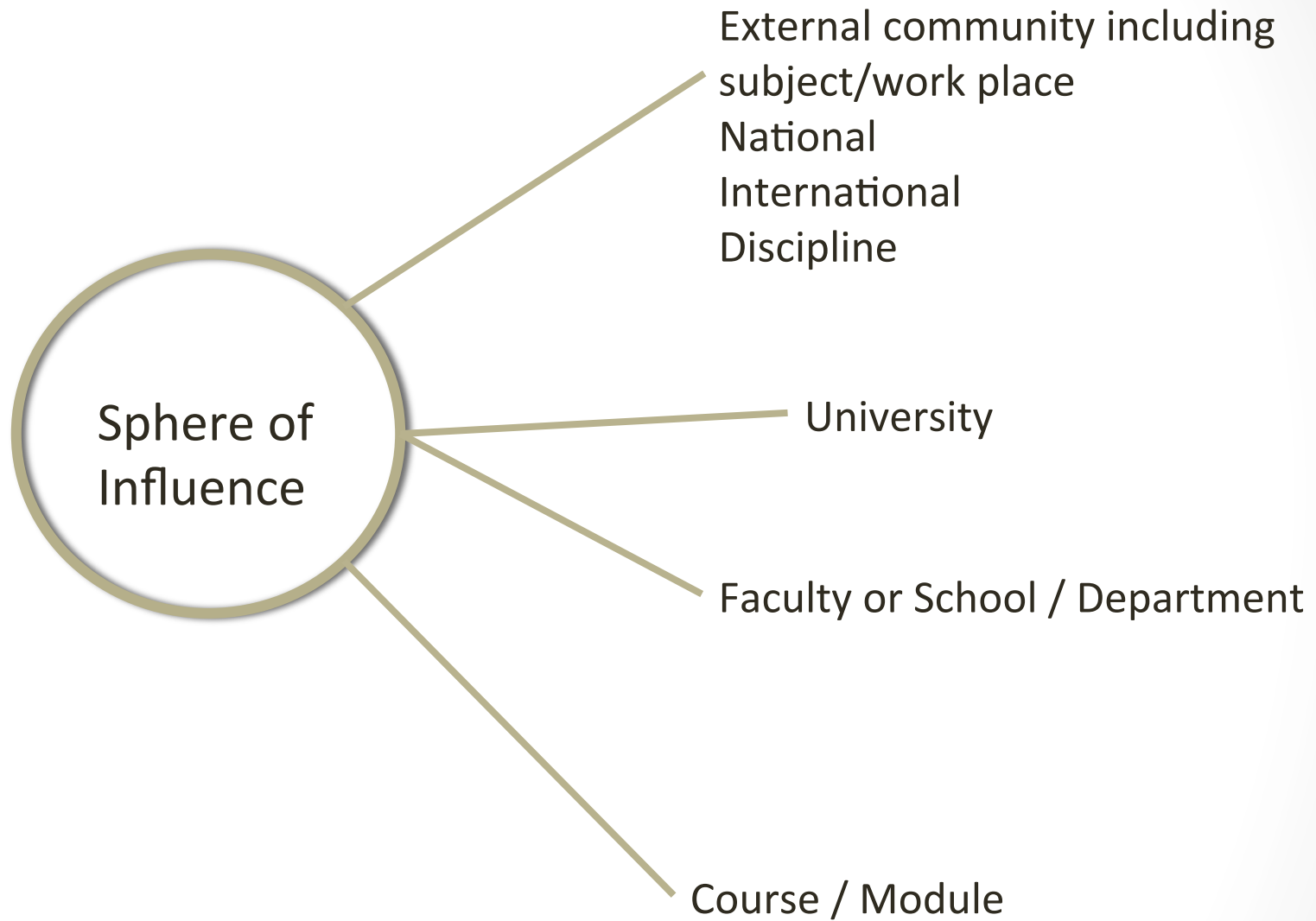


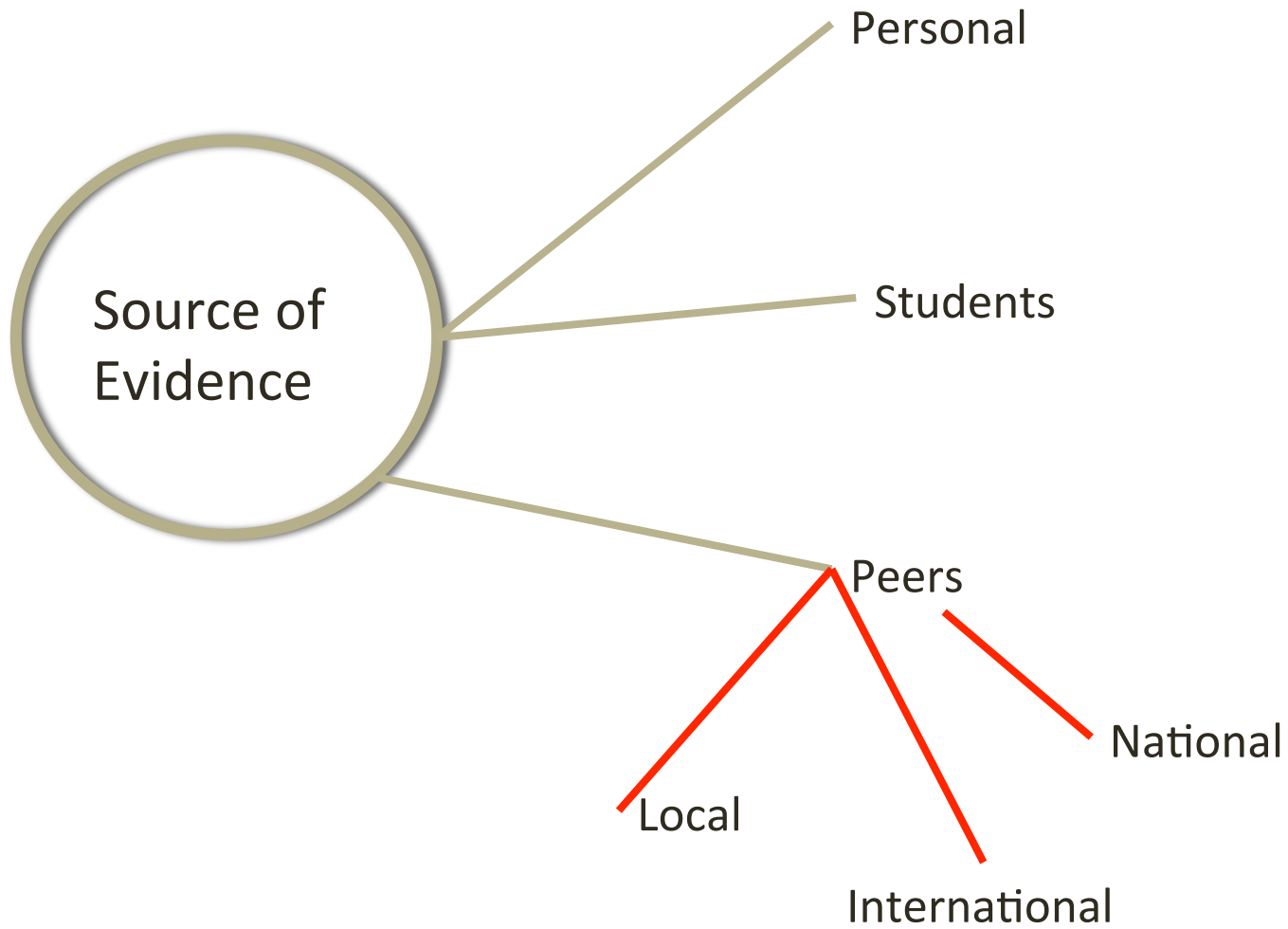
Providing a Framework

Considering T&L Excellence

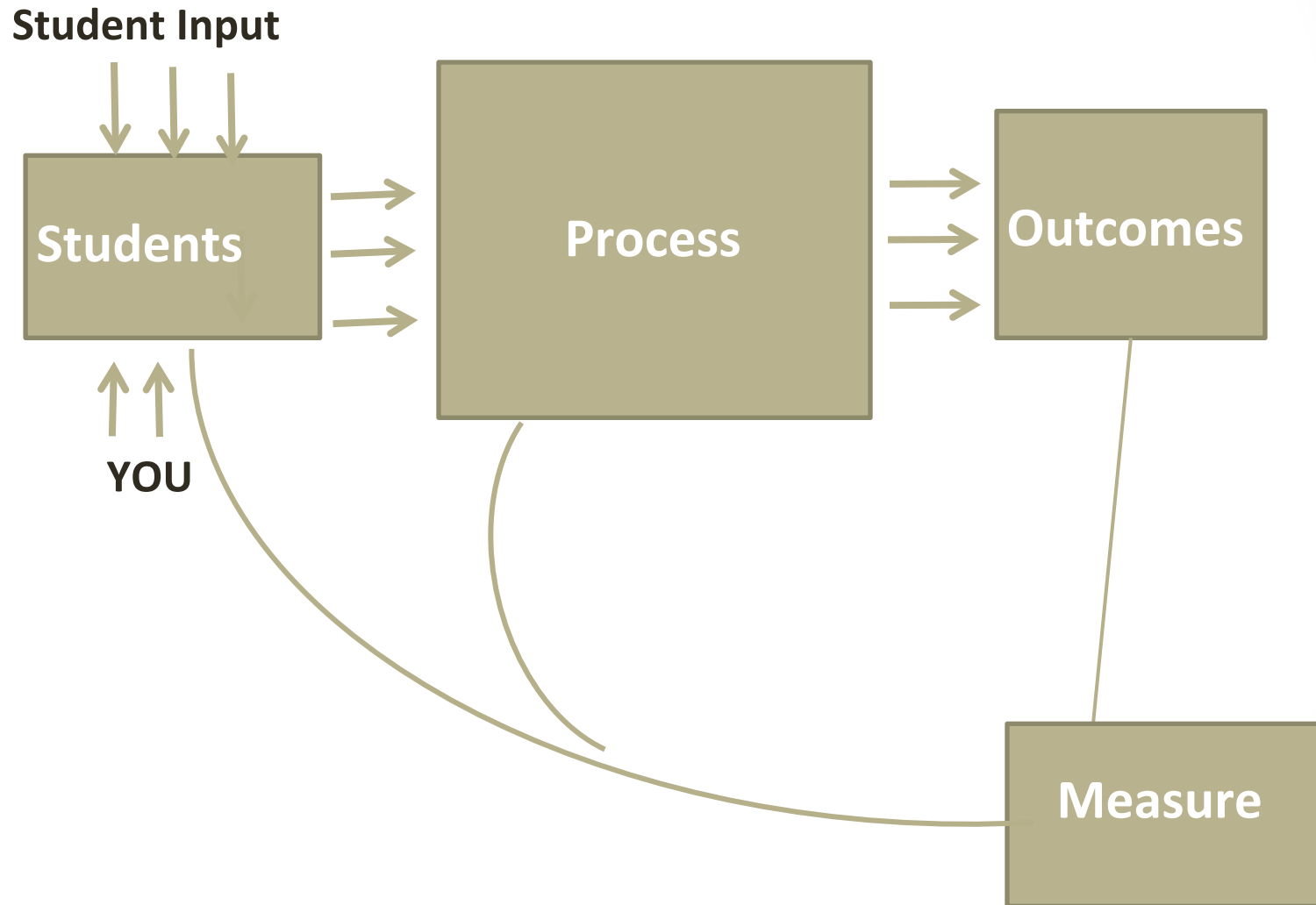


Promoting Teaching: making evidence count (Cashmore et al, HEA, 2013: 10)

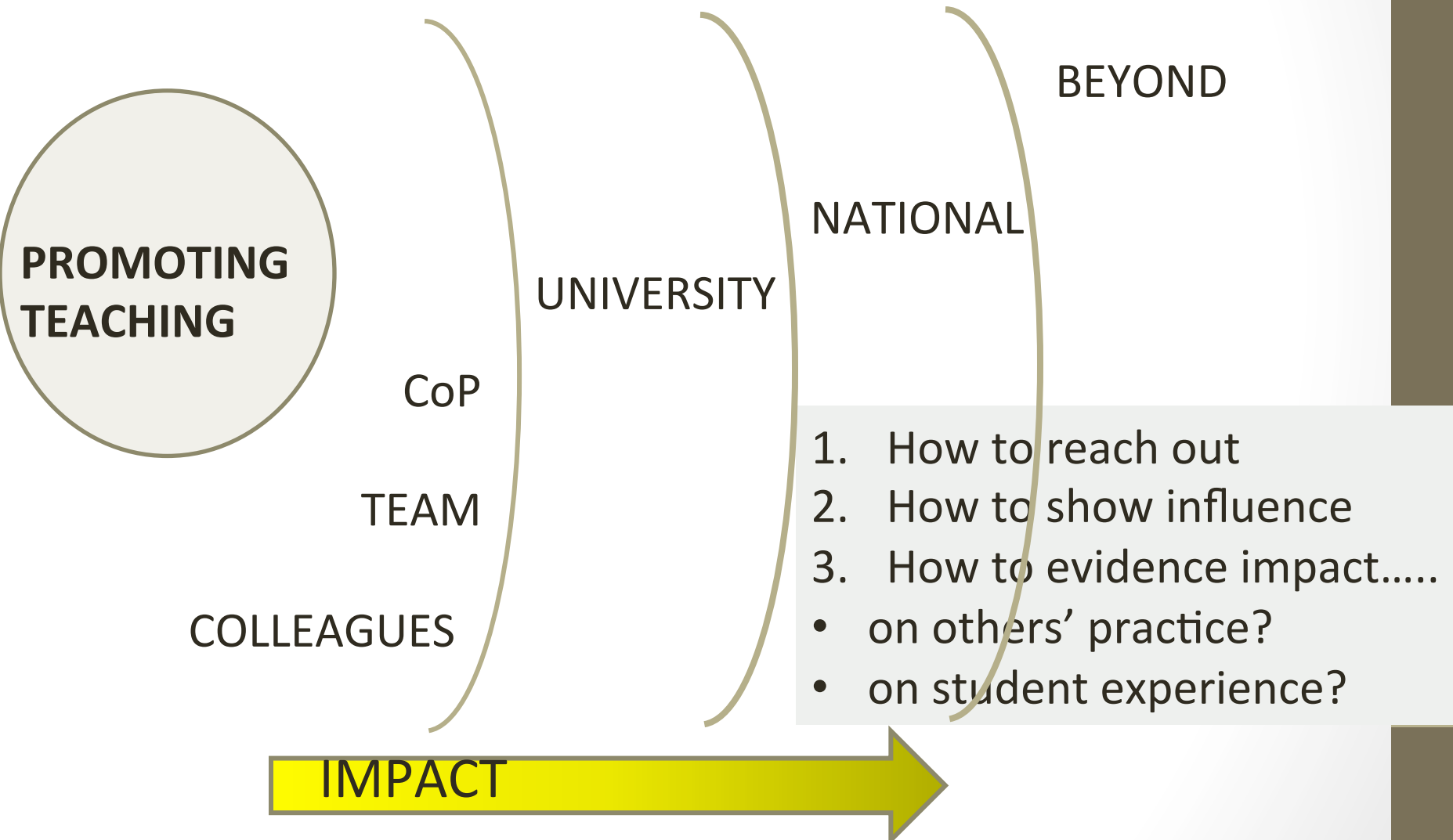




Rethinking the Student Experience



Promoting Teaching – building Excellence



What about Evidence?

- Guskey (2000)
 - Academic reaction, conceptual change, behavioural change, change in organizational support, change to students' learning & support
- Kreber & Brook (2001)
 - student perceptions of satisfaction; teaching beliefs; teacher performance; students' perceptions of teaching performance; learning outcomes; organizational culture
- Kirkpatrick
 - Reaction; Learning; Behavior; Results
- RUFDATA (Saunders)
 - Reasons & purpose; use; Foci; Data & Evidence (numerical, qualitative, observational, case accounts); Audience; Timing; Agency

What we can do?

- Plan how we make use of evaluation tools at course and programme level
- Gather evidence (formative, process, summative) on teaching (quantitative and qualitative) and particularly embedding of practice and learning
- Gather evidence on the impact of what we do as individual teachers: transformation, satisfaction, sustainability
- Promote and share what you do

Evidence:

Quantitative v. Qualitative data

- Course innovation and impact
- Blogs
- Action research
- Case studies
- Evaluation and reflection on data about impact
- Transformative impact
- Conceptual change in the academic .. evidence of change in students learning and performance at the other
- Performativity measures
- Measures of student satisfaction
- Retention
- Changes to completion
- Student performance
- Employability data

What we can do



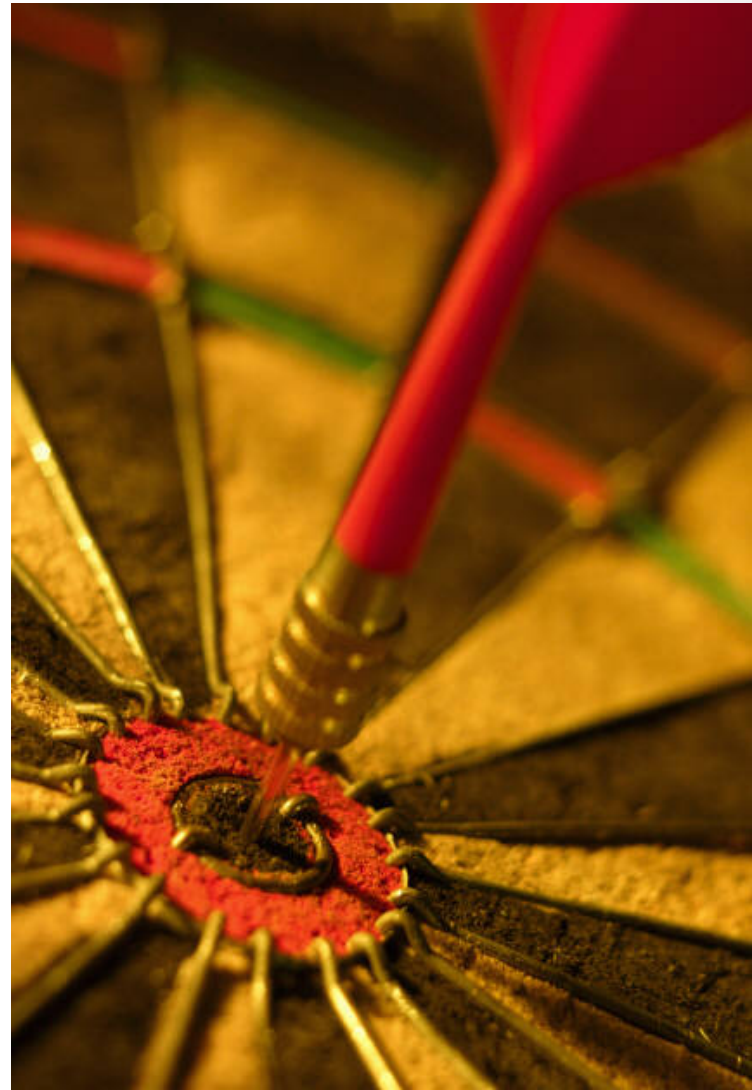
- Gather evidence (formative, process, summative) on teaching (quantitative and qualitative) and particularly embedding of practice and learning
- Gather evidence on the impact of what you do as an individual teacher: transformation, satisfaction, sustainability
- Promote and share what you do

Think back to your example of Excellence.

- What evidence did you gather?
- How can you show the impact of what you did?
- What will you do differently?

Action Plan

Activity	Short	Medium	Long
What?			
When by?			
Who with?			
How?			
How will you know?			



DEVELOPING EXCELLENCE

It's about criterion 3.....

Developing Yourself

Definition of CPD (Stefani, 2005)

Means engaging individual in a coherent programme or range of activities that support and encourage identification of learning needs and actions to enhance current practice (and develop it). An integral aspect is reflection and recording or journaling the learning actions and outcomes (evidence).

So this Criterion is about your journey towards excellence:

- What drives you?
- What keeps you motivated?
- How have you become more excellent over time?
- How have you shared and modelled that learning?

NTF



As an individual practitioner

- What drives you to learn/change things/ to go that extra mile?
- How do you develop excellence in what you do?
- How do you learn new things to enhance your practice?
- What has helped you most when taking your practice forward?

Share a case of something you have learnt that has transformed your practice.

- How did you acquire these skills/knowledge?
- What did you do with the learning? How did you know it made a difference? What did you do next?
- How do you share the value of learning/encourage others to do the same? What would strengthen your story?

Reflection and Planning

Reflect on the event so far with a peer.

- What insights have you gained?
- Where are you now?
- What will you do next?

Draft a quick plan that will take you forward





Measuring Impact

The thorny issue of Impact

King, V. (2010) 'Evidencing impact of educational developments: the 'influence wheel' and its use in a CETL context' Journal of FHE 34(1) pp35-46

'Impact concerns the changes that a project [intervention] effects on participants, the project environment, or further afield..' (p37)

Measuring Impact

- Guskey, T.R. (2000) Evaluating Professional Development Corwin Press
 - Academic reaction, conceptual change, behavioural change, change in organizational support, change to students' learning & support
- Kreber, C. & Brook, P. (2001) 'Impact Evaluation of educational development programmers' IJAD 6:2 pp96-108 Nov
 - student perceptions of satisfaction; teaching beliefs; teacher performance; students' perceptions of teaching performance; learning outcomes; effect on organizational culture
- Kirkpatrick, D. (1959, reprint 2006) Evaluating Training Programs Berrett Koehler Pubs
 - Reaction; Learning; Behavior; Results

The Importance of Evidence

e.g. Guskey (2000) Evaluating Professional Development Corwin Press

1. Participant reactions
2. Participant learning
3. Organisational contexts and culture
4. Participant behaviours
5. Learning Outcomes



Forms of data

- Feedback/interviews/focus groups
- Course portfolios
- Blogs
- Action research, case studies
- Conceptual change for the academic / student
- Pass/retention/grade lists
- Performativity measures
- Measures of student satisfaction
- Formal measures of perceptual change (ATI, ASI, SEEQ, SPQ)
- Change in students' learning and performance

Impact of teaching development in HE (2012)
HEA publications (p24)

What Else???

Evidence and Impact



- What evidence are you collecting around learning and teaching?
- Why?
- How are you using it?
- How do you know if what you do is impacting upon...
- Colleagues
- Students
- Your institution
- Your own practice
- Beyond your institution

What should you be doing to extend this?

Unravelling
your practice
and starting
to plan...



Reflection and Planning

Reflect on the event so far with a peer.

- What insights have you gained?
- Where are you now?
- Which criterion is your strongest? Which least strong?
- What key actions have you identified?
- What evidence do you need?
- What will you do next?



Draft a quick plan that will take you forward

Where to next?

