

A moving target: Assessing the process and progress of learning

Shane Sutherland, Yangama Jokwiro,
Kath Fisher, Terri Downer, Christine
Slade, Richard Bostwick, Alison Poot

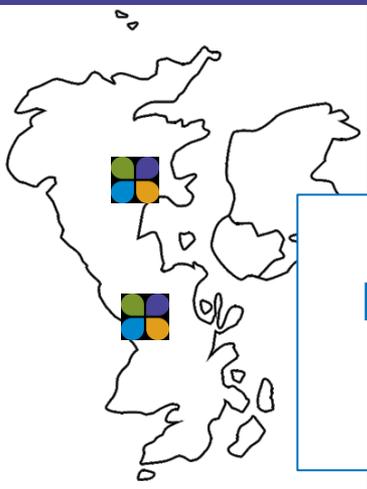




Contexts

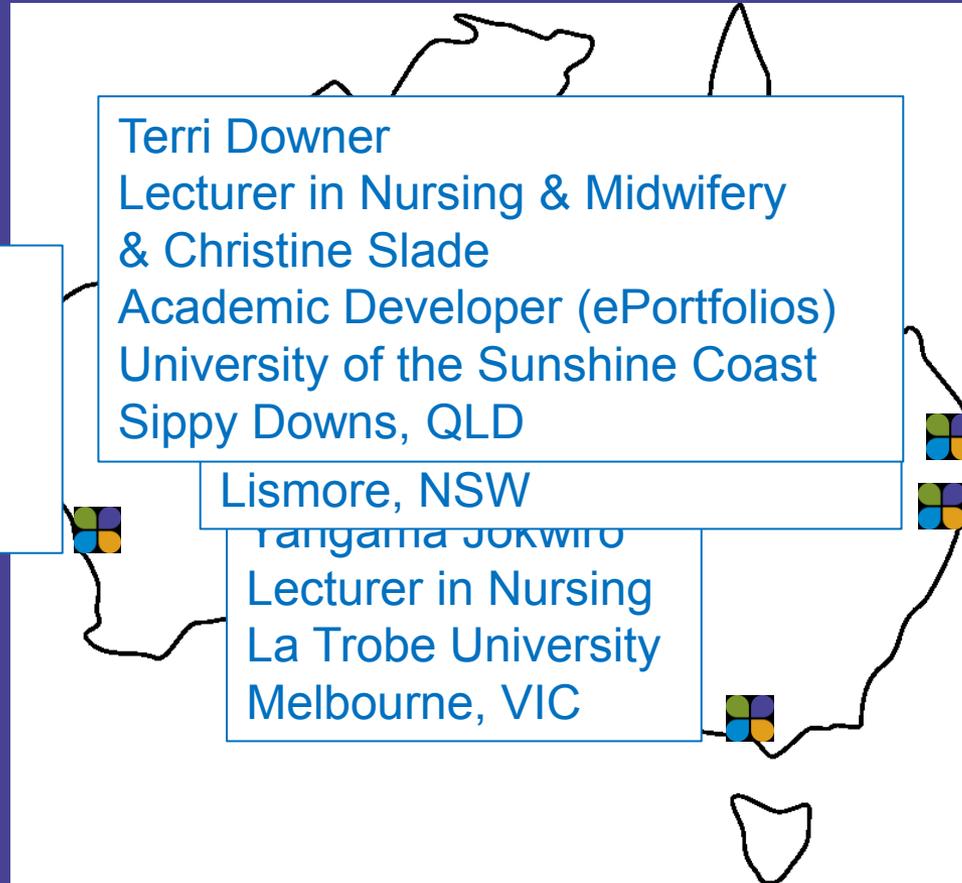
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Contributors



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“A moving target: Assessing the process and progress of learning”

Clinical Assessment at La Trobe University

Yangama Jokwiro

Lecturer

La Trobe University

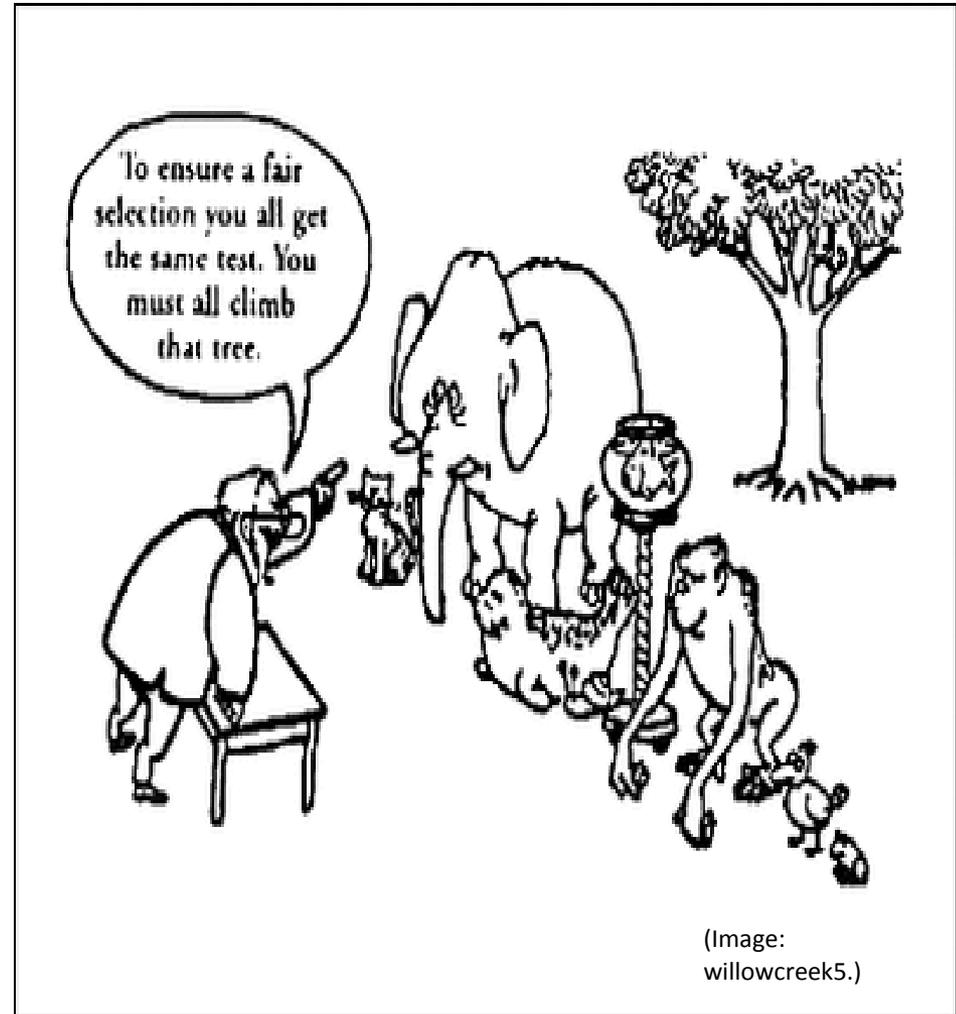
School of Nursing and Midwifery

Making the case for an e-Clinical tool powered by a Personalised Learning Space (PLS)

Key Question: Is it possible to personalise the clinical learning experience of nursing students and effectively track their progress?

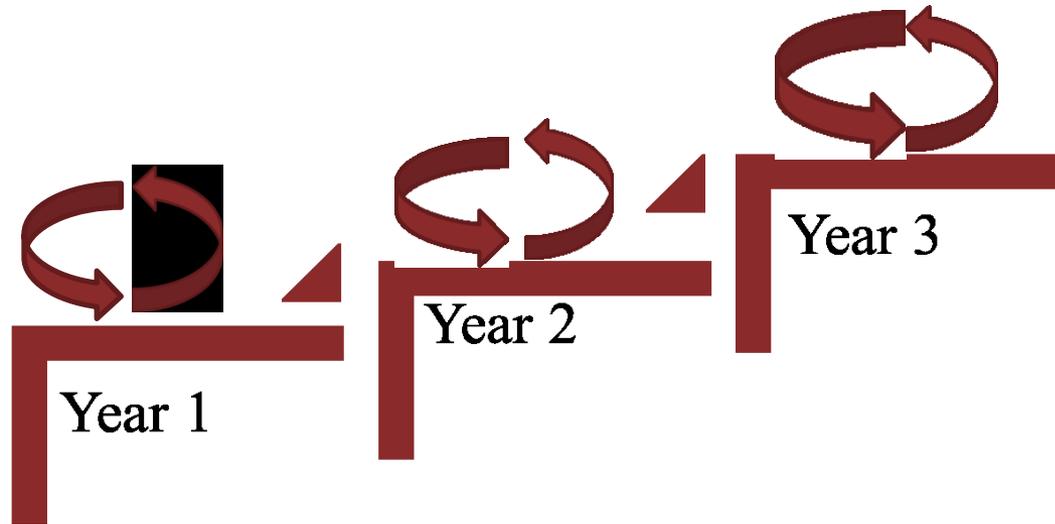
Why personalise

- The diversity of our student population
- Sound pedagogy dictates that the clinical development of a student is a personal journey
- The need to meet regulatory standards



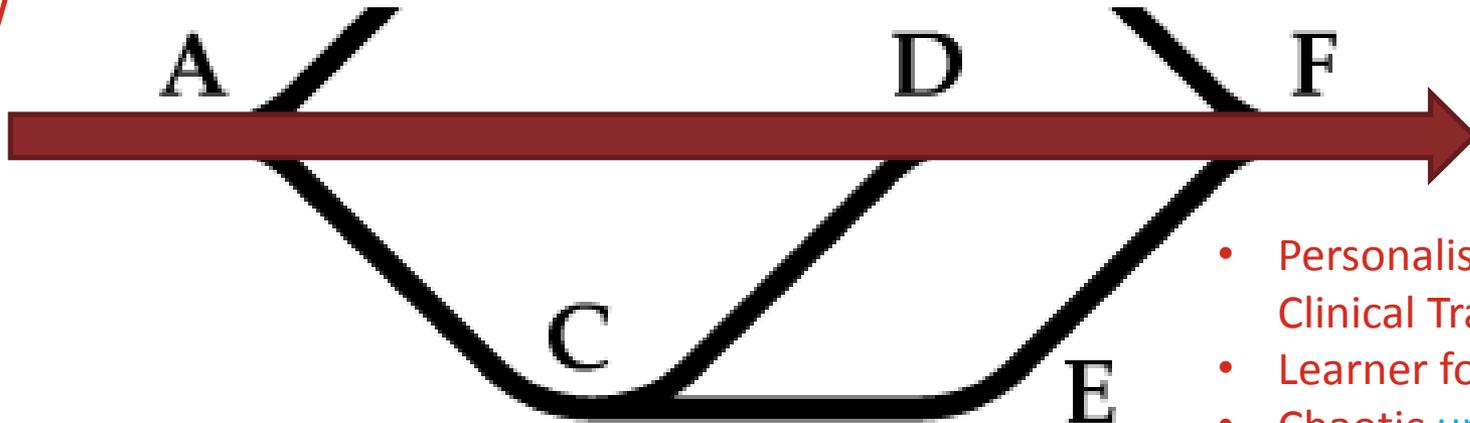
The eClinical Tool powered by Personalised Learning Space (PLS)

OLD



- Fragmented Clinical Training
- Highly structured and easy to manage
- Management focused and not student focused

NEW



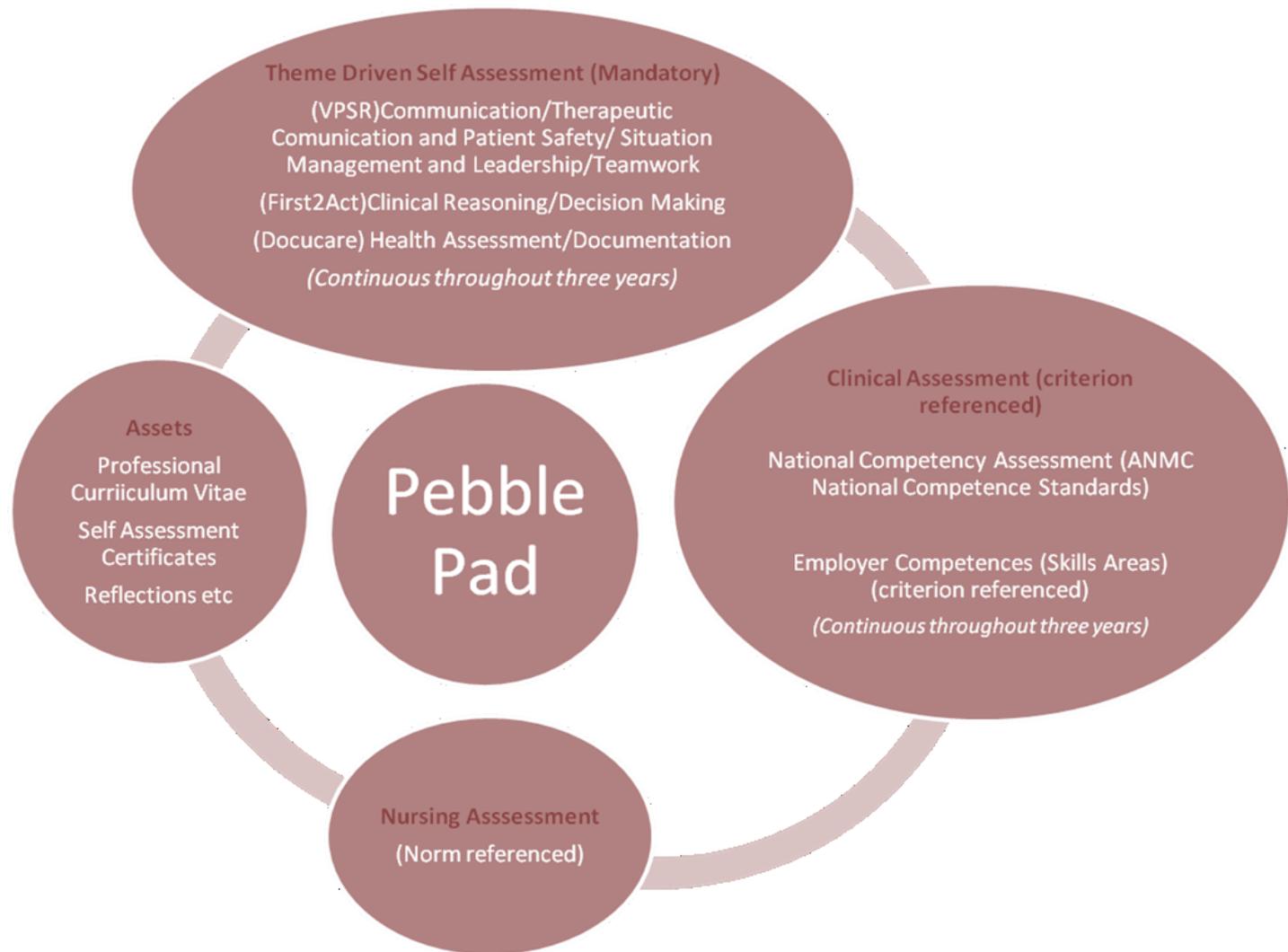
- Personalised Clinical Training
- Learner focused
- Chaotic unless Powered by a PLS

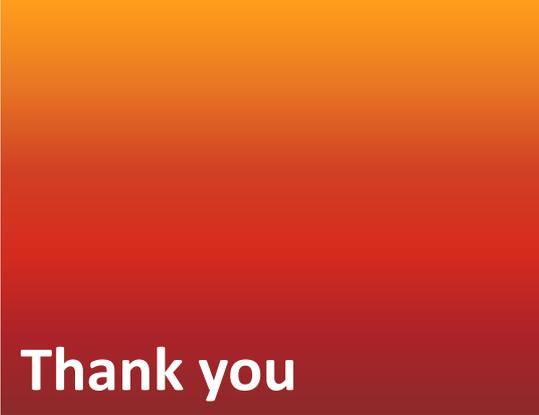
Personalised Learning Space is the solution- our eClinical Tool is powered by Pebble Pad

- **Key Question:** Is it possible to personalise the clinical learning experience of nursing students and effectively track their progress?
- **YES but you need a PLS as a management backbone allowing you to track a moving target and also offering an opportunity for the moving target to track itself.**
 - Continuity - aspects of performance are repeatedly sampled and compared across time (deliberate practice)
 - Developmental process: feedback is used to change performance (Ipsative assessment)
 - Multiple inputs: assessment is based on multiple exemplars of performance and there are multiple educators providing input to the process (mastery of learning)
 - Opportunities to reflect- opportunity to develop personal goals or define learning needs and contribution to their professional growth (reflective practice)

Pedagogy = Mastery of Learning, Deliberate Practice, Smith, M (2013). Assessment of Clinical Learning

Future Vision of Personalised Learning Space at Latrobe University





Thank you



Assessing the process of learning: scaffolding critical reflection

Kath Fisher

School of Education

Southern Cross University



James' story

James' initial response

One of my biggest values in life is respect. My father always taught me that respect is one of the keys to success. John is still learning about respect and his actions made me more aware of my personal views [about respect] ... I believe if John learns more about ... the true meaning of respect, then his mentality toward authority and to others may change?

Dialogic prompt: formative feedback

This is an important value to identify James. What does respect look like to you? What could you do to teach him 'the real meaning of respect'? How did your father do it? Is that what you do now or have you developed a different approach? What have you learned about handling students with disruptive behaviours or a psychological issue such as ADHD from the research literature?

James' response to prompts

To me respect is a combination of human emotion and attitude. Things like manners ... telling the truth, putting others first ... helping people succeed, being treated how you want someone to treat you ... I was raised on these values as a child ... Dad ... said that my views on what is right and what is wrong will come down to a personal decision based on my heart and mind.

Now how do I teach something like this to someone like John? Perhaps I can't? Scaffolding is an integral technique which helps us to structure student learning (Zwozdiak-Myers, 2012). Could I scaffold the concept of respect for someone like John? I think it can be done but with obvious guidelines and perseverance. I think the issue is much deeper ... John has ADHD and I have to realise this as well... He likes using his phone and is distracted by it. According to Woolfolk and Margetts (2007), students with learning disabilities are easily distracted. Something I need to think about.



MY JOURNEY



Welcome

Domain One

Domain Two

PROFESSIONAL PRACTICE

Achievement and Evidence

Reflection - 1.2

Reflection - 2.1

PROFESSIONAL KNOWLEDGE

Achievement and Evidence

Reflection - 3.1

Reflection - 4.3

Moving to the Next Level

Page options:    

Personal Reflection

What has this process of learning taught me and how has it changed my perspective on teaching?

For the past five years I have always wanted to do my masters in education. However, through this time, many influencing factors affected this goal of mine. I wanted to improve my effectiveness as a teacher (Zwozdiak-Myers, 2012). After waiting patiently and consulting my wife about it, I decided to apply through Southern Cross University. I applied three days before applications were closed. The whole process was over before I knew it. I was about to enter an uncharted domain which I was not completely prepared for.

The last time I was in university was in 2008 when I graduated. Getting use to university life via the external or long distance program is a massive challenge. One positive from it was that I didn't have to go to campus but the negative of going back to university was apparent. I had no friends to call upon as you would do, if you had contact time. Now the biggest issue was working full-time as a teacher, part time as an actor and personal trainer while also being the provider for my family. I was in for a shock. Where to from here?

Final ePortfolio reflection ... a metacognitive response

Over the last 10 weeks I had trouble with a student of mine who suffered from mild to high ADHD. We both battled for supremacy in the classroom. His behaviour was not only inappropriate but disruptive.

During the course of assignment one and two I was able to reflect on how I dealt with his behaviour. By taking a step back and analysing my performance I was able to regroup and try a different approach regarding our obviously strained relationship. In doing so, we now have reached a rather pleasant compromise regarding his progress and interaction in class. This would not have occurred unless I evaluated the situation ... This ... has given me real personal satisfaction that my teaching style and philosophy have improved in this short period of reflection.

FIRST YEAR EXPERIENCE OF REFLECTION

Bachelor of Nursing/Bachelor of Midwifery, Semester 2, 2014

Dr Christine Slade

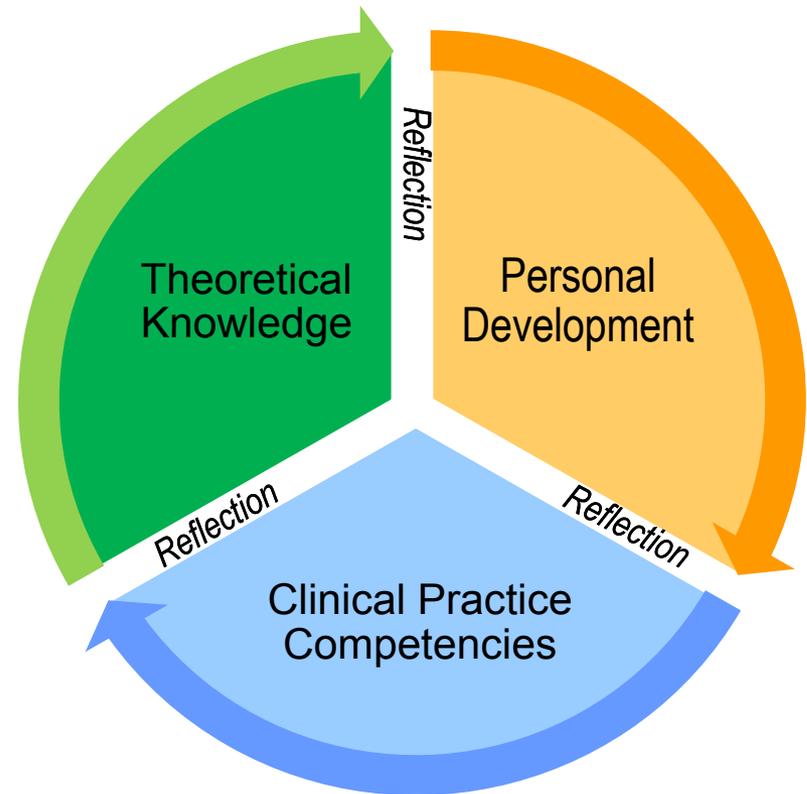
Academic Developer (ePortfolios)

&

Terri Downer

Course Coordinator, BNsc/BMid

- Reflection provides foundational links to evaluate learning
- Step towards lifelong learning habits
- Portfolio-based fieldwork assessment task
- Example of assessment



Example Reflections Workbook

This workbook contains the activities that you need to complete for Task 2.

Page options:   

Introduction

Reflection One

Reflection Two

Reflection Three

Reflection Four

Goal

You will collect and present evidence demonstrating your achievement of the 5 clinical experiences throughout the semester and link to NMBA Clinical Competency Standards for the Midwife

Marking Criteria

1. Reflection on midwifery practice experiences
2. Evidence to demonstrate professional development and participation in learning activities
3. Adequate evidence of meeting the NMBA Competency Standards for the Midwife in practice
4. Use of professional portfolio technology



Click on the image to link directly to the NMBA Competency Standards

Midwifery Experience - Complete where you attended your experience below

	What was the experience you attended?
Experience 1	Microbirth Premier Screening
Experience 2	Sands Walk to Remember
Experience 3	Sunshine Coast BabyWearing workshop
Experience 4	Mothers group - LaBalsa Park Buddina

- First Year Nursing and Midwifery Students
- Field Experiences
- NMBA Competency Standards



Example Reflections Workbook

This workbook contains the activities that you need to complete for Task 2.

Page options:   

Introduction

Reflection One

Description - (what happened?)

Describe in detail the event you are reflecting on.

You could include e.g. where were you; who else was there; why were you there; what were you doing; what were other people doing; what was the context of the event; what happened; what was your part in this; what parts did the other people play; what was the result.

Reflection Two

Reflection Three

Reflection Four

Feelings - (what were you thinking and feeling?)

At this stage try to recall and explore the things that were going on inside your head, i.e. why does this event stick in your mind? Include e.g. how you were feeling when the event started; what you were thinking about at the time; how did it make you feel; how did other people make you feel; how did you feel about the outcome of the event; what do you think about it now.

Evaluation - (what was good and bad about the experience?)

Try to evaluate or make a judgement about what has happened. Consider what was good about the experience and what was bad about the experience or didn't go so well.

Analysis - (what sense can you make of the situation- look at the research?)

Break the event down into its component parts so they can be explored separately. You may need to ask more detailed questions about the answers to the last stage. Include e.g. what went well; what did you do well; what did others do well; what went wrong or did not turn out how it should have done; in what way did you or others contribute to this

- Reflection
- Gibbs (1988) Reflective Cycle.
- Description, Feelings, Evaluation, Analysis, Conclusion, Action Plan.



Conclusion - (what else could you have done?)

Remember the purpose of reflection is to learn from an experience. Without detailed analysis and honest exploration that occurs during all the previous stages, it is unlikely that all aspects of the event will be taken into account and therefore valuable opportunities for learning can be missed. During this stage you should ask yourself what you could have done differently.

Action plan - (what will you do next time?)

During this stage you should think yourself forward into encountering the event again and to plan what you would do - would you act differently or would you be likely to do the same?

References

Please list your references here. This is not included in the word count.

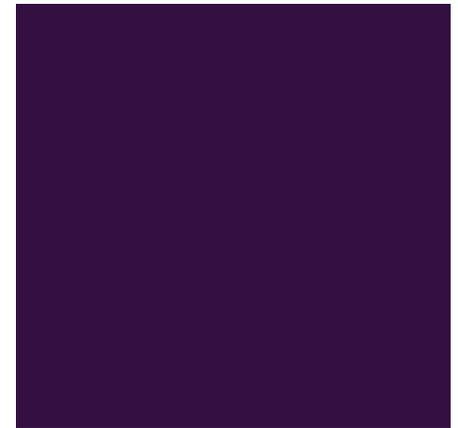
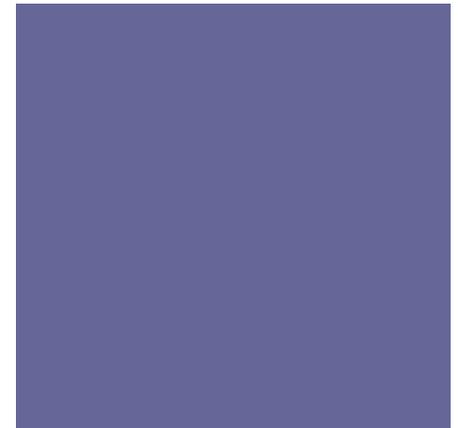
NMBA Competency Standards

Please list the NMBA competency standards that apply to this reflection. Be specific e.g. Standard 4, element 4.2 provides or supports midwifery continuity of care.

NMBA Codes and Ethics

Please list the appropriate codes and ethical standards that apply to this reflection. Be specific e.g. Conduct statement 1 Midwives practice in a safe and competent manner. Value statement 6 Midwives value a culture of safety in midwifery care.

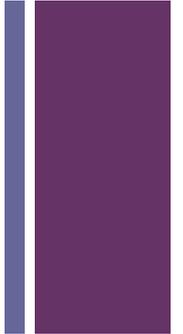
- References
- Links with the NMBA Competency Standards
- Links with NMBA Professional Codes and Ethics



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The University Of Notre Dame Australia

Mental Health Nursing Passport

+ The Team



We would like to acknowledge that this project was a joint collaboration between North Metropolitan Mental Health Services (NMMHS) Western Australia and Edith Cowan University (Western Australia)

Chief Investigators

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ECU Project Team

Michael Finn (Senior Project Officer)

Jacqui Patten (IT Consultant)

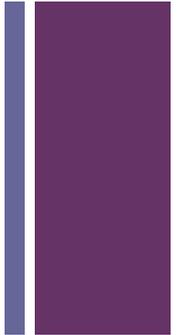
Industry Commissioners and Partner

Ms Rosemary Hoffman (Director Area Mental Health Nursing NMMHS)

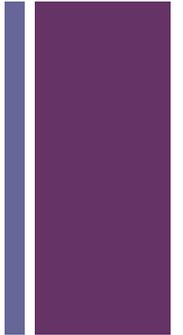
Ms Caroline Harrison (Nurse Director Education & Research NMMHS)

+ The issue!

- Clinician/Employee needs -
 - Lifelong learning
 - Career progression
- Industry needs -
 - Succession planning
 - Corporate governance



+ Meeting both needs!



- Portfolio Development
 - Lifelong learning as an ethos
 - Demonstration of a skill base for the individual
 - Digital verification of skills for governance purposes



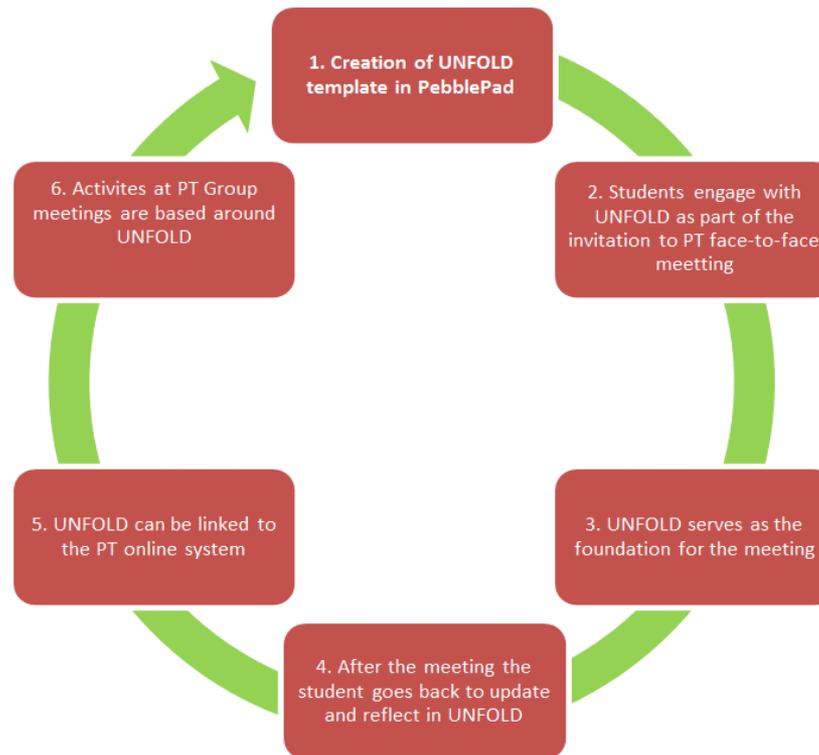


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4 year long journey

e *workbook*

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UNFOLD AND PT FACE-TO-FACE MEETINGS



Reflection

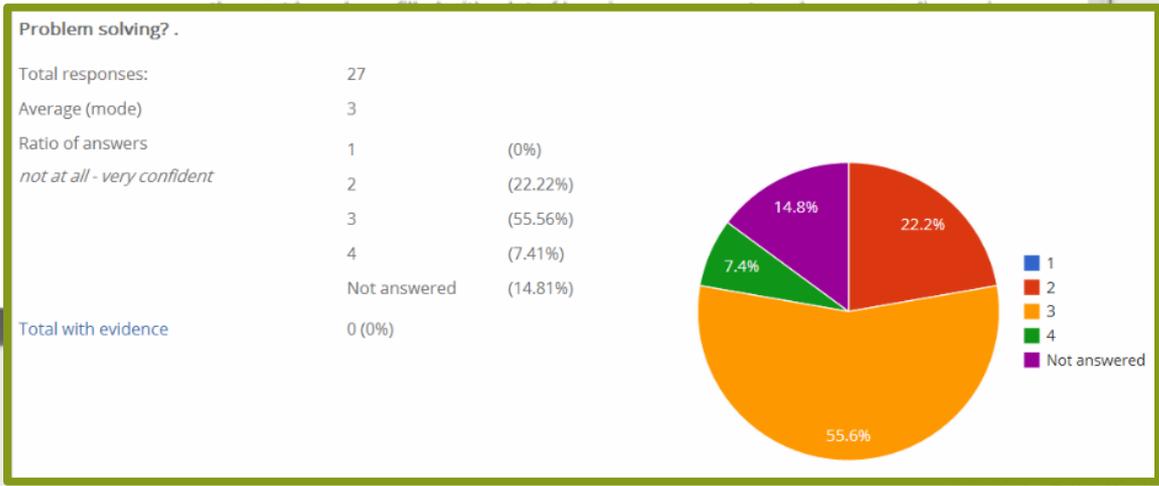
what have you learnt from thinking about, writing about or carrying out this plan?

You already started the 2nd semester as a student of the University of Edinburgh. The past few months must have been filled with a lot of learning and many new discoveries (about yourself and others around you)

If the BBC were to make a short documentary about you and your time in Edinburgh so far what title would the programme have? In a few sentences, how would they advertise the documentary to their viewers?

Exercise 3:
My 1st Semester in Edinburgh

You already started the 2nd semester as a student of the University of Edinburgh. The past few



investigate their own way through that stream,

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All in all, is it worth the effort?

Let's imagine for a second that I was a
neuroscientist who had just discovered that
snoring is a sign of a healthy family

JP DANIEL

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at

rsity