



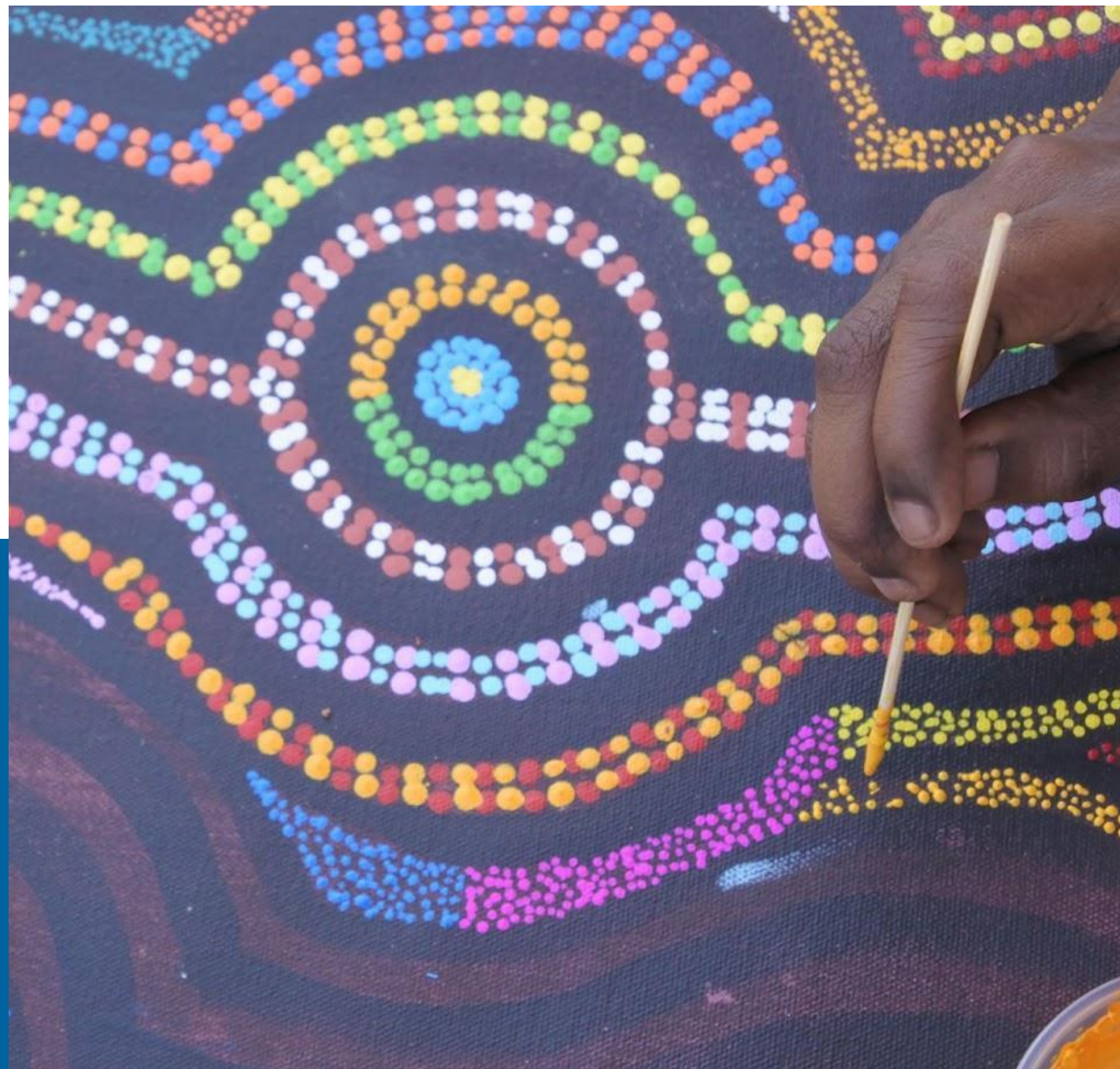
CAPHIA

# Professional Development Seminar Series

SEMINAR 2:

PRACTICAL LEARNING & TEACHING STRATEGIES TO  
IMPROVE ASSESSMENT AND FEEDBACK

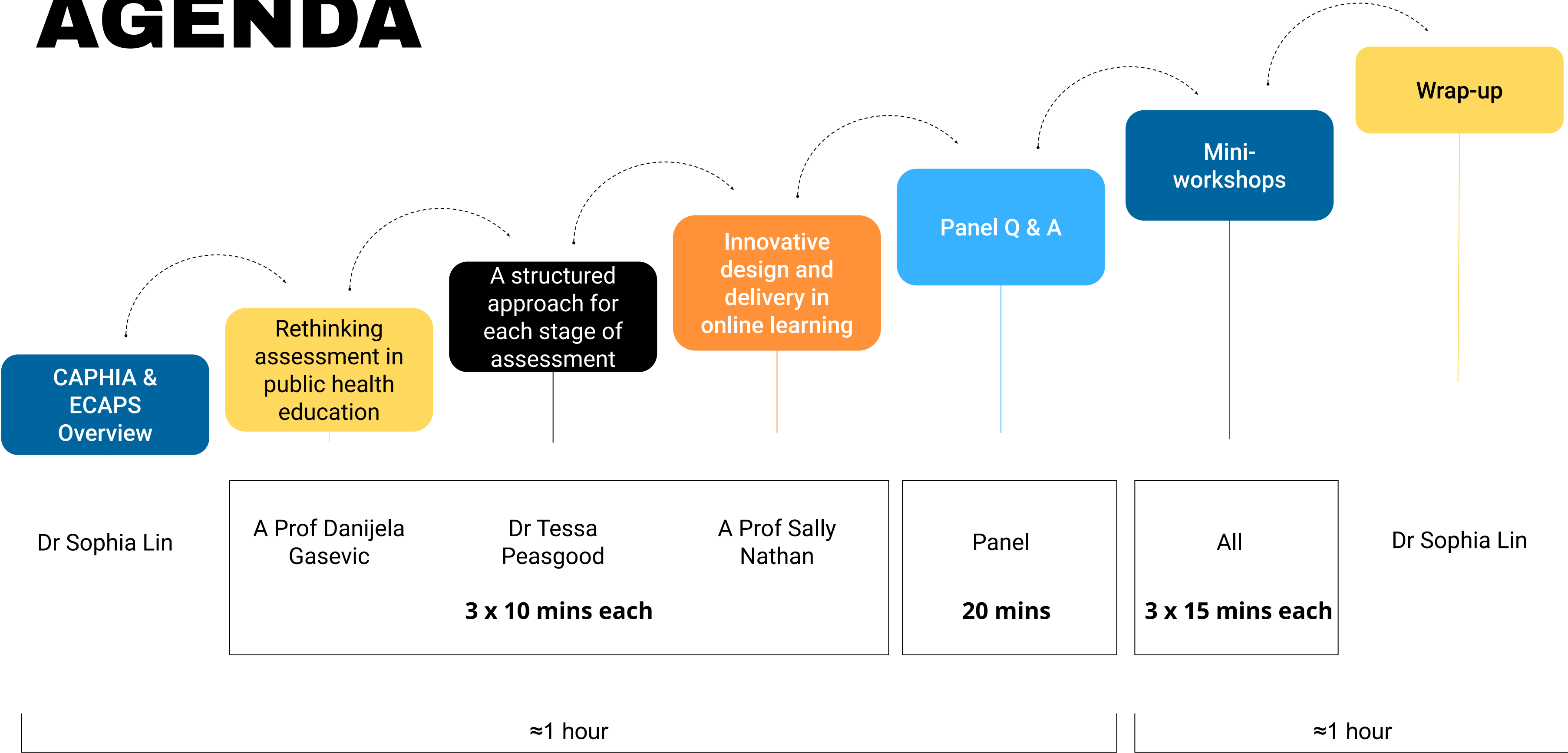




**WELCOME TO  
COUNTRY**



# AGENDA





# PROFESSIONAL DEVELOPMENT SERIES OVERVIEW

EARLY CAREER ACADEMICS & POSTGRADUATE STUDENTS:

*BY US, FOR US*



Participants who attend all four seminars will receive a CAPHIA certificate of attendance



# Advancing Public Health

EDUCATION, RESEARCH & WORKFORCE DEVELOPMENT

## CAPHIA

CAPHIA is the peak organisation that represents public health in universities that offer undergraduate and postgraduate programs, research and workforce development in public health throughout Australasia.

## ECAPS: THE EARLY CAREER ACADEMICS AND POSTGRADUATE STUDENT SUBCOMMITTEE

ECAPS supports the connection and growth of public health early career academics & higher degree research students through targeted programs, events and services. "By Us, For Us"



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# **SPEAKER INTRODUCTION**



**A. Prof**  
**Danijela Gasevic**  
Monash University



**Dr.**  
**Tessa Peasgood**  
University of Melbourne



**A. Prof**  
**Sally Nathan**  
UNSW





# **A. PROF DANIJELA GASEVIC**

Danijela Gasevic is an Associate Professor in epidemiology and chronic disease prevention and Head of the Professional Education Program in the School of Public Health and Preventive Medicine at Monash University. Danijela has over 15 years of teaching experience spanning undergraduate, Bachelor of Medicine and postgraduate degrees; and conducts research in health professions education and public health.



**MONASH** University

# Rethinking assessment in public health education

A/Prof Danijela Gasevic

Teaching and Learning, School of Public Health and Preventive Medicine  
Monash University

Acknowledgement:

Medical Education Research and Quality (MERQ) Unit

Dr Nazmul Karim, Prof Dragan Ilic, School of Public Health and  
Preventive Medicine, Monash University



# Teaching approach and context

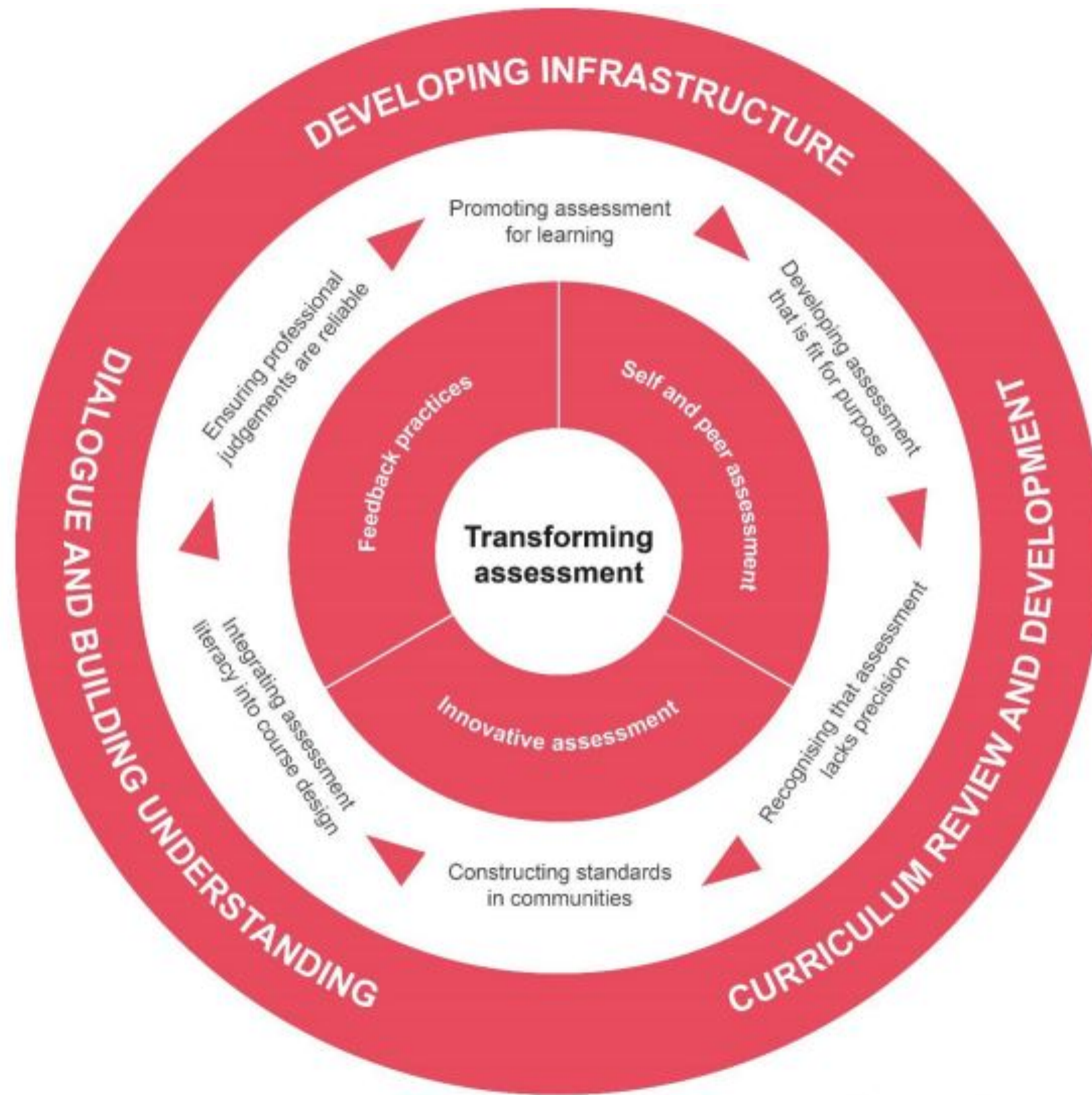
- Head, Professional Education Program
- Medical Education research and Quality (MERQ) Unit
- Education Committees (School, Faculty)
- Postgraduate, Undergraduate, Bachelor of Medicine
- Online, face-to-face, hybrid
  
- Evidence-based teaching and learning
- Student-centred
- Fostering learning rather than promoting performance
- 'I do, we do, you do' framework – gradual release of responsibility
- Inclusive
- Authentic and diversified assessment

# Assessment in higher education

- Central role in higher education
  - Helps further student learning by providing feedback on student performance (Sadler 1998)
  - Assessments as feedback to provide educators' instruction
  - Means by which we assure academic standards; impact on student and staff behaviour, staff time, university reputations, league tables, student future lives (Carless, 2015)
- More needs to be done for the assessment to keep pace with substantial changes that occur in the context, aims and structure of contemporary higher education (HEA 2012)
  - To bring about change in assessment practices, a fundamental rethink of assessment is required (Elkington 2020)
- Traditional assessment practices often revolve around assessment *of* learning
  - May be due to resistance in achieving change in assessment practices (Daneen 2013)
  - Traditional assessments: provide only discrete shots of performance, tend to be uniform and hard to adapt to specific skills and student backgrounds; often antiquated and inauthentic (Swiecki 2022)



# The framework for transforming assessment



- Wide-ranging stakeholder engagement in a cycle of review, planning and implementation
- Diversifying assessment methods to improve validity, authenticity and inclusivity
- Students as partners: participating in decision-making
- Assessment literacy of educators is essential for sustained assessment transformation
- Available technologies (infrastructure) to enhance assessment practice

Elkington 2020

# Diversifying assessment

- **Assessment *of* learning**
  - Summative; evaluates student's understanding/knowledge of a given area through a grade
    - End-of-semester or mid-semester exams/tests, final project, creative portfolio, quizzes
- **Assessment *for* learning**
  - Formative, assesses student's comprehension and understanding of a given area/skill during the learning and teaching period; help identify at-risk students early; help adjust instruction timely, monitor student progress
    - Ungraded quizzes, worksheets
- **Assessment *as* learning**
  - Formative
    - Students take active role in their learning and monitoring their progress; using feedback to improve learning
    - Self-assessment activities
- **Are assessment differences distinct or more subtle?**
  - Portfolios, group projects, quizzes, virtual classroom



# Why did we need to redesign assessment in our epi unit?

	BEFORE		AFTER			
Unit number and name	Sem 1 2019	Sem 2 2019	Sem 1 2020	Sem 2 2020	Sem 1 2021	Sem 2 2021
MPH5040/6050 – Introductory epidemiology						
MPH5305 - Epidemiology: concepts and applications						

- Predominance of assessment of learning
- Alignment of learning objectives, content and assessment to be improved
- One-hour lectures not found useful
- Inconsistent messaging in tutorials
- Not enough time to go through all exercises in tutorials and discuss examples/case studies
- Visiting expert speakers

# Our solution

## Before

Module 2 overview

Module 2 Notes 182.1 KB Word 2007 document

Study design ass 202 PDF document

Manuscript for reading for week 3 McCarroll et al 1.2 MB PDF document

Tutorial questions week 3 2502 Word document

Week 3 Discussion Forum

3. Tutorial\_Q3 study design-answers

ASSESSMENT REMINDER

Assessment 1: Short answer questions is due this week. For full details, please review the assessment's Information book, which is located in the Assessment section of the unit.

WEEK 4: CASE CONTROL STUDIES

Case-control studies 202.2 KB PDF document

Manuscript for reading for week 4 Roder et al

Related manuscript for tutorial 4\_Cicuttini 01.1 KB PDF document

Week 4 tutorial question 2022 Word document

Week 4 Discussion Forum

4. T04\_Casecontrol study Answers

WEEK 5: COHORT STUDIES

Cohort studies 11 MB PDF document

Manuscript for reading for week 5\_Bizzozero 11 MB PDF document

Nested case-control studies\_Ernest

Related manuscript for tutorial 5\_SÁNCHEZ -G UERRERO 78.2 KB PDF document

Tutorial question for week 5 29.5 KB Word document

Week 5 Discussion Forum

5. T05Cohort study Answers

WEEK 6: CLINICAL TRIALS

Clinical trials 2.1 MB PDF document

Related manuscript for tutorial 6\_Valery 150.8 KB PDF document

Tutorial question for week 6 72.8 KB Word document

Week 6 Discussion Forum

T6 Intervention studies answers 01.5 KB Word document

## After

LEARNING MATERIALS

Week 4 lecture - Observational studies - part 1

Week 4 lecture - Observational studies - part 1 790.6 KB PDF document

Week 4 lecture - Observational studies - part 1

Week 4 workshop

Week 4 Workshop - Observational studies Part 1 2.0 KB PDF document

Week 4 workshop recording

Week 4 workshop Observational studies Part 1

Week 4 workshop recording

Week 4 Workshop Recordings

Observational Studies Part 1

Week 4 Workshop Recordings

Observational Studies Part 1

Active Study materials

SELF-ASSESSMENT ACTIVITIES

Self-assessment activities - Observational studies - part 1 12.6 KB Word 2007 document

Self-assessment activities - Observational studies - part 1 - answer key 17.2 KB Word 2007 document

ADDITIONAL RESOURCES

You are not expected to review this material for the work in this unit, however, it may help you consolidate your learning.

WHO: Basic Epidemiology pp 29-32

Grimes and Schulz: An overview of clinical research: the lay of the land

Introduction to study design - Dr Jeremy Hawick

- Peer review, student voices, diversifying assessment methods
- Aligning learning objectives, study materials and assessment
- Clear outline and upfront discussion about the assessment with students
- Lectures pre-recorded
- Weekly 2 hour workshops



# Our solution - assessment

## Before

Assessment	Weighting
Assessment 1: Short answer questions	10%
Assessment 2: Mid-semester open-book test	20%
Assessment 3: Critical appraisal	30%
Assessment 4: Final exam	40%

## After

ASSESSMENT	WEIGHTING
Assessment 1: Development activities	35% (5 x 7%)
Assessment 2: MCQ	10%
Assessment 3: Infographic	20%
Assessment 4: Critical appraisal	35%

- *Of learning*
  - MCQ, development activities
- *For learning*
  - Workshop informal assessments, infographic assessment, critical appraisal of evidence
- *As learning*
  - Weekly self-assessment activities

## Week 1: Learning checklist

 [Print Blank](#)

**1** The following tasks relate to the achievement of weekly learning objective 1:

**Describe, calculate and interpret proportions, ratios, and rates.**

For each item, reflect on how well you are able to do each of the tasks.

I can accurately define what a proportion is, as well as give some examples of proportions.

I can accurately define what a ratio is, as well as give some examples of ratios.

I can accurately define what a rate is, as well as give some examples of rates.

I can describe the similarities and differences between proportions, ratios, and rates.

I can clearly articulate in which situations proportions, ratios, or rates should be used in epidemiology.

	I can do this	I'm nearly there	I'm not there yet
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2** For tasks in which you assess yourself as 'I'm nearly there' or 'I'm not there yet':

1. Why do think you are not fully proficient in meeting the task?

2. What do you need to become proficient? (e.g. more reading resources, more practice, more discussion with classmates or teacher, etc.?)

**3** The following tasks relate to the achievement of weekly learning objective 2:

**Distinguish between prevalence and incidence.**

For each item, reflect on how well you are able to do each of the tasks.



# Three tips

1. Align unit/course objectives, learning materials and assessment
2. Diversify assessments (of/for/as learning)
3. Make assessments authentic



# DR. TESSA PEASGOOD

Tessa is a senior lecturer at the University of Melbourne, where she teaches health economics and economic evaluation. With a passion for education, she welcomes opportunities to show the value of bringing an economic approach to considerations of health policy. In addition to her teaching roles, she has active research interests focused mostly on the methods used for measuring benefits within economic evaluation.

This includes understanding how we capture the value to society of improvements in health and wellbeing from healthcare treatments.







THE UNIVERSITY OF  
MELBOURNE

# Assessment & Feedback – my personal approaches & tips

Dr Tessa Peasgood, Health Economics Unit,  
Centre for Health Policy







## Teaching Roles

- Coordinate the specialisation in Health Economics & Economic Evaluation within the MPH @ School of Population & Global Health, University of Melbourne
- Graduate Certificate in Health Economics & Economic Evaluation
- Dual model delivery - Health Economics 1 (~100), Economic Evaluation 1 (~100), Economics of Aging (~10)
- Masters level course targeted at both non-economists & graduate economists @University of Sheffield, UK



## Planning Assessment

### Background Considerations

- Assessed work represents the best learning opportunity as students are well motivated - also a good opportunity for generic skill development
- Marking takes a lot of time - challenges to manage for research & teaching staff
- Students face pressures and access to past assessments, GPT-3, essay mill companies etc.

### I aim for:

- Assessment that is relevant, motivating, enjoyable, with a clear purpose
- Assessment that can demonstrate learning outcomes
- Communicating to students the assessment objectives & how to achieve them - e.g. clear guidelines, verbal explanations, providing mocks & examples
- Developing detailed marking rubrics at the time (one for students, one for markers)
- Ensuring assessments are checked/proofread by a 3rd party



## Marking & Feedback

The kind of feedback I aim for:

- Unambiguous comments
- Moves the student to the next step in their learning (e.g. challenge very good students, e.g. ask a question of the student, clarify mistakes)
- Communicates the rigour of economics discipline & critical thinking
- Highlights what was done well (to encourage them to do it again)
- Shows exactly what could have been done to improve - what should they do in the future & why. If it's likely they will be doing the same tasks can broaden to generic skills (e.g written communication)
- Specific praise - with evidence (but positive comments still beneficial)
- Provide answers (tension with re-using assessment)





## Post Assessment

Complaints - expect them, respond quickly, get advice to adhere to Uni policy, don't over promise, ensure fairness, treat students with passion

### Reflections

- Assess overall performance of students (especially areas of weakness)
- Ask how long it took students to complete & complete & what they found challenges - consider if it is beneficial challenge.
- How long did it take to mark?
- Could students have done well using unfair means?



## 3 tips

1. Investment in planning is likely to pay off in the long run
2. Marking & providing feedback will most likely take longer than you think it should
3. Aim to make assessment positive experience for students



# A. PROF SALLY NATHAN

Sally Nathan is an Associate Professor and Convenor of Community Development, Qualitative Research Methods and Foundations in Public Health courses in the postgraduate programs in the School of Population Health, the largest PG Medicine program. Her teaching approach aims to foster student dialogue and practice of core skills in a community of learners. Sally was recently awarded the 2019 UNSW Vice Chancellors Award for Excellence in Teaching.



**UNSW**  
SYDNEY





School of Population Health

## CAPHIA 2022

**Innovative design and delivery in online learning:  
Maximising engagement**

**A/Professor Sally Nathan**

School of Population Health, UNSW Sydney

**Acknowledgement:** Armida Pobre, UNSW Medicine Education Development Unit

# Acknowledgement of Traditional Custodians

We begin with respectful acknowledgement of the Traditional Custodians and Traditional Owners of the lands on which we meet. We pay our respects to Elders past, present and emerging and acknowledge that these lands were never ceded and respect their sovereignty. We would also like to acknowledge the participation of any Aboriginal and/or Torres Islander people here today.

**The Bidjigal and Gadigal people of the Eora nation were coastal dwelling and the harbour and ocean provided much of their food.**



# My teaching approach and context

- My teaching approach aims to foster student dialogue and feedback and use approaches that enable students online to practice core skills in a community of learners
- In the past five years the cohort of fully on-line students in the SPHCM postgraduate programs has grown - now 80-90% of students.
- Online students are diverse.



- Evidence of significantly lower grades among students learning online compared to those in a traditional classroom (Xu & Jaggars, 2014).
- Need to promote active learning and provide appropriate support as well as promote interactions between students (Croxtton, 2014; Smidt et al., 2017)



# Designing for fully online delivery

- Always worked closely together with an Educational Designer
- Student feedback was central to the re-design process.
- Focus on use of a range of different tools to address different competencies and learning styles and promote student to student interaction.
- Stepped activities to build skills for the final assignment.



# Qualitative Research Methods course

- Ensure the online group activities in Moodle were used to consolidate and expand on individual learning and skills development that were required for the final assessment.
- In-depth interviewing and analysis of qualitative data were the two key skills that needed to be the focus of online student to student interaction.





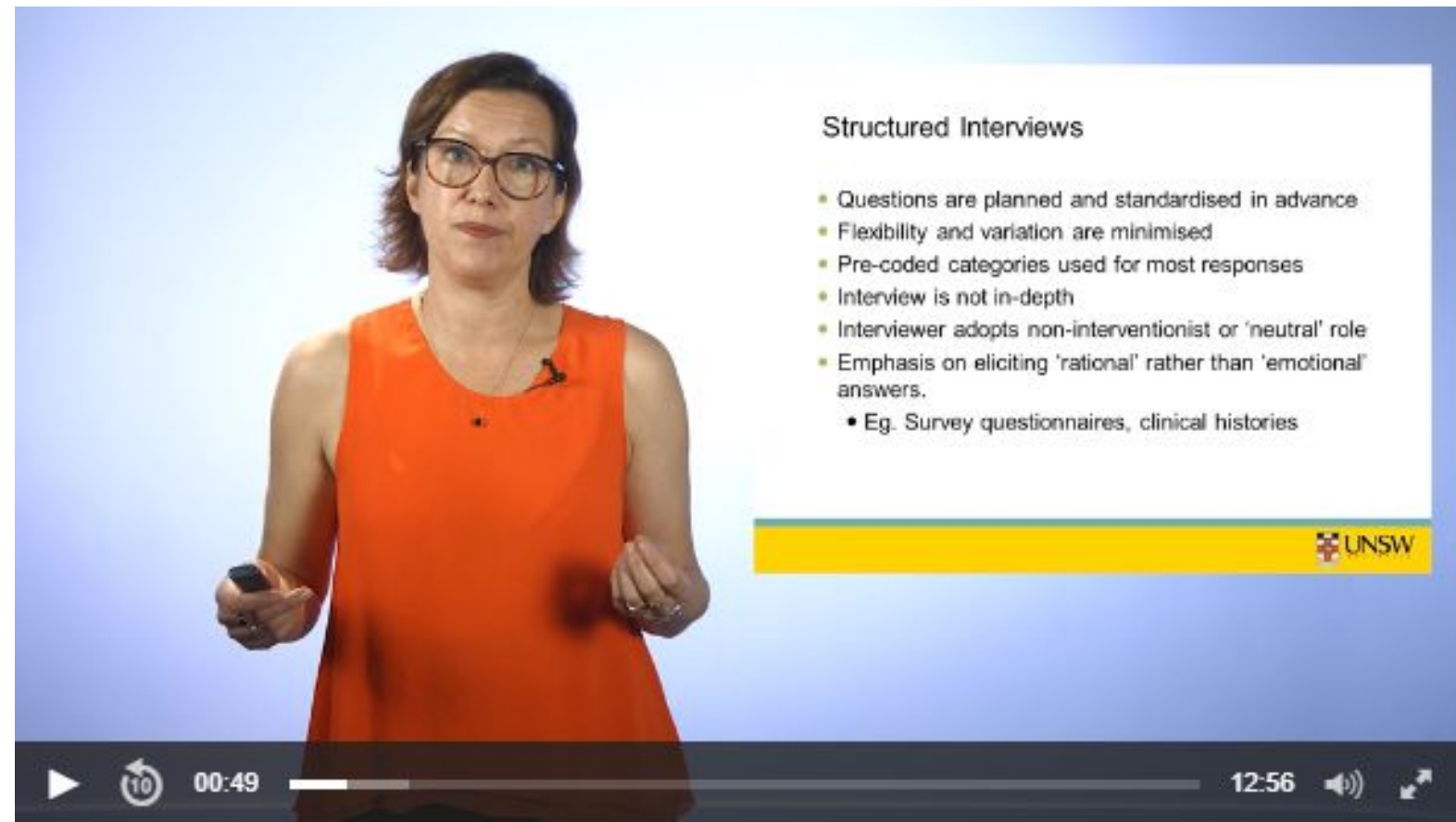
# Learning in-depth interviewing

- In-depth interviewing key method in QRM.
- Final assignment required them to conduct and analyse an interview with a person and topic of their choice.
- You best learn to interview by doing it, not watching others or reading about it...
- We wanted online activities that enabled students to collaborate in developing an interview guide and to practice interviewing. Self allocate...





# Learning in-depth interviewing



- Video on interviewing
- Discussion forum – interview guide & reflection (tutor oversight)
- Small group Blackboard Collaborate or Teams rooms
- Introduced further 'live' webinars to practice with Convenor – develop RQ/guide



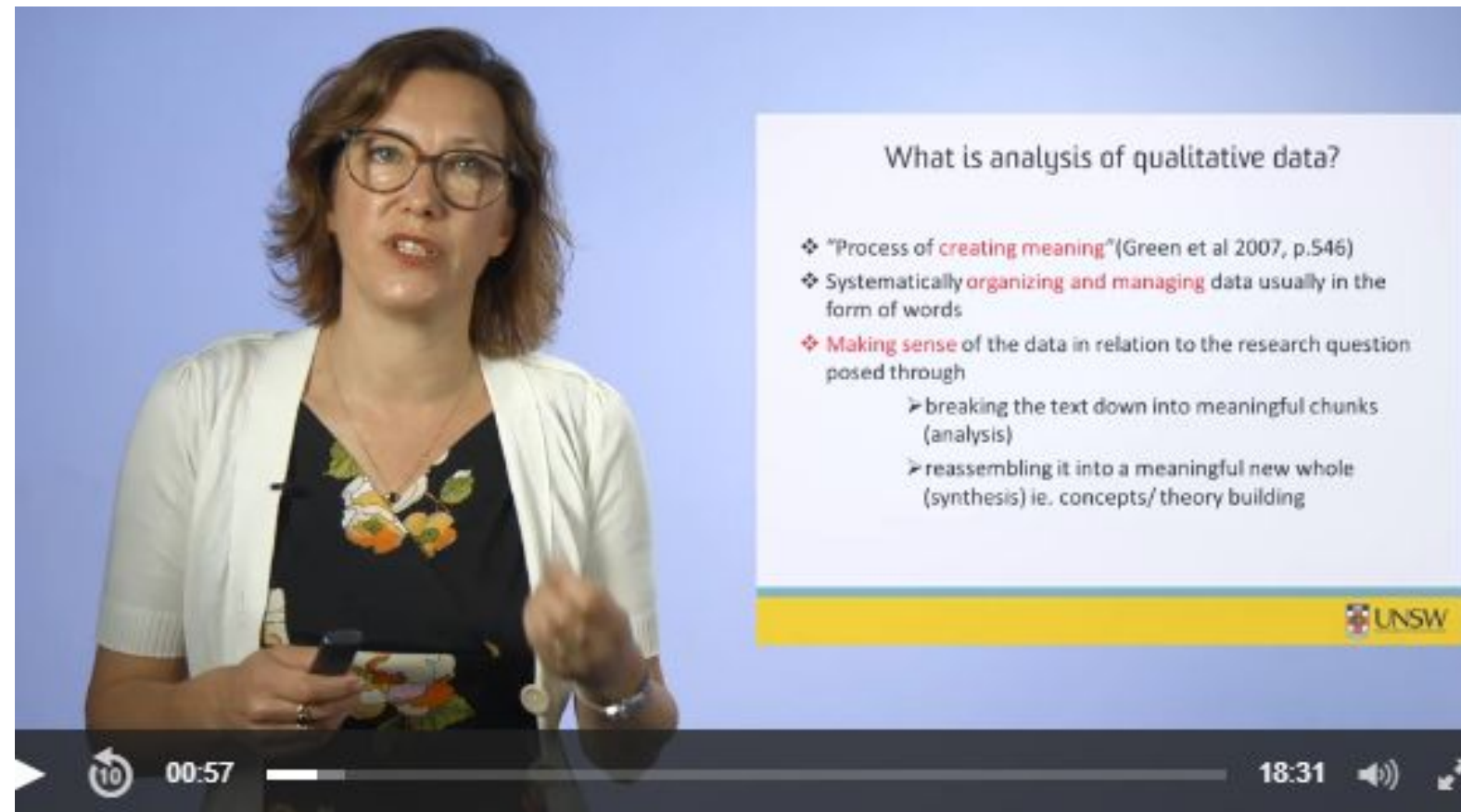
# Learning to analyse data

- Analysing qualitative data is a challenging skill to learn in a 10 week course.
- Final assignment - analyse interview data
- Reflexivity in analysis – thinking about your subjectivity and questioning your assumptions requires feedback from others.
- I wanted online activities that enabled students to share their emerging analysis of their own data and seek peer feedback in their small group.





# Learning to analyse data

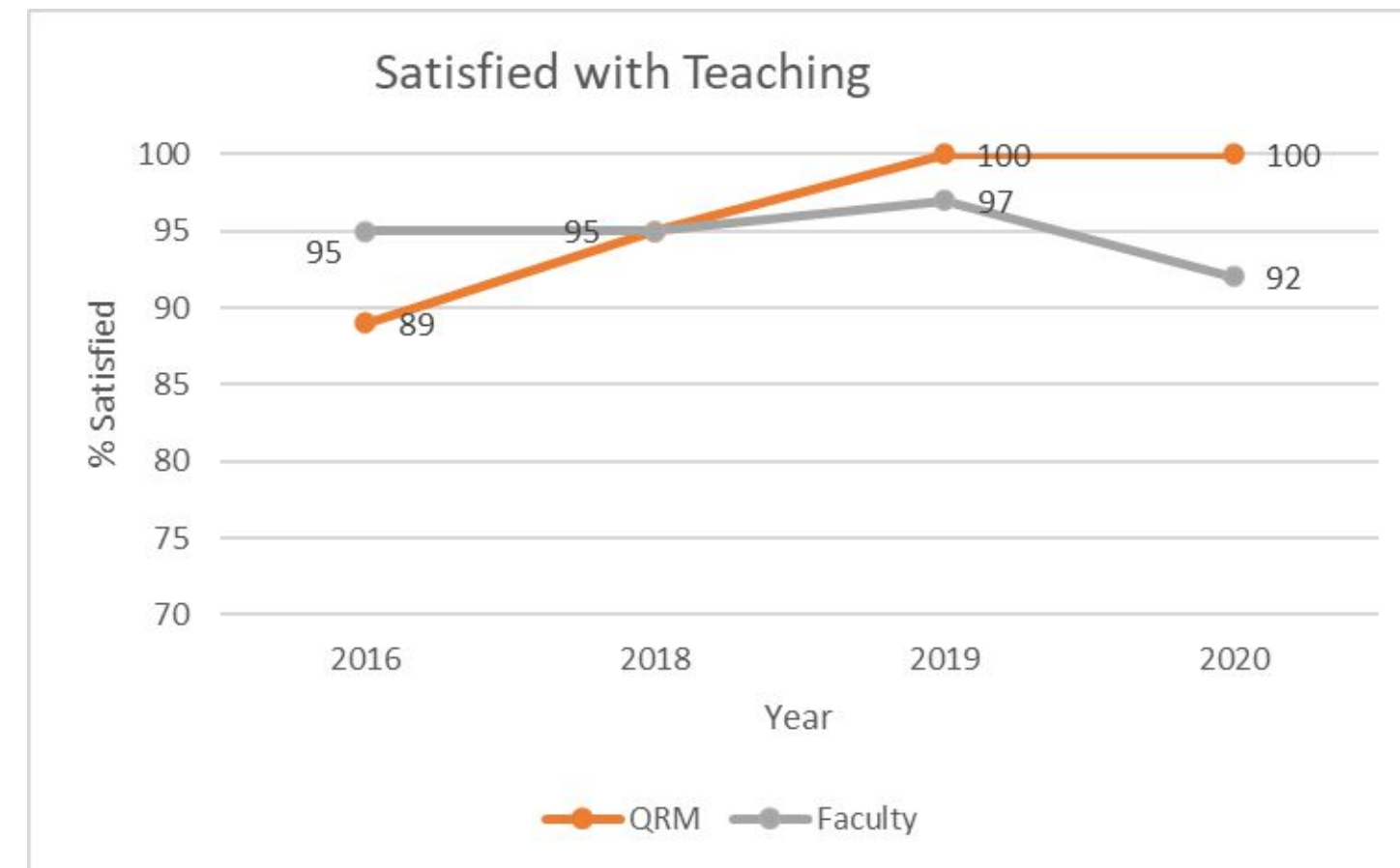
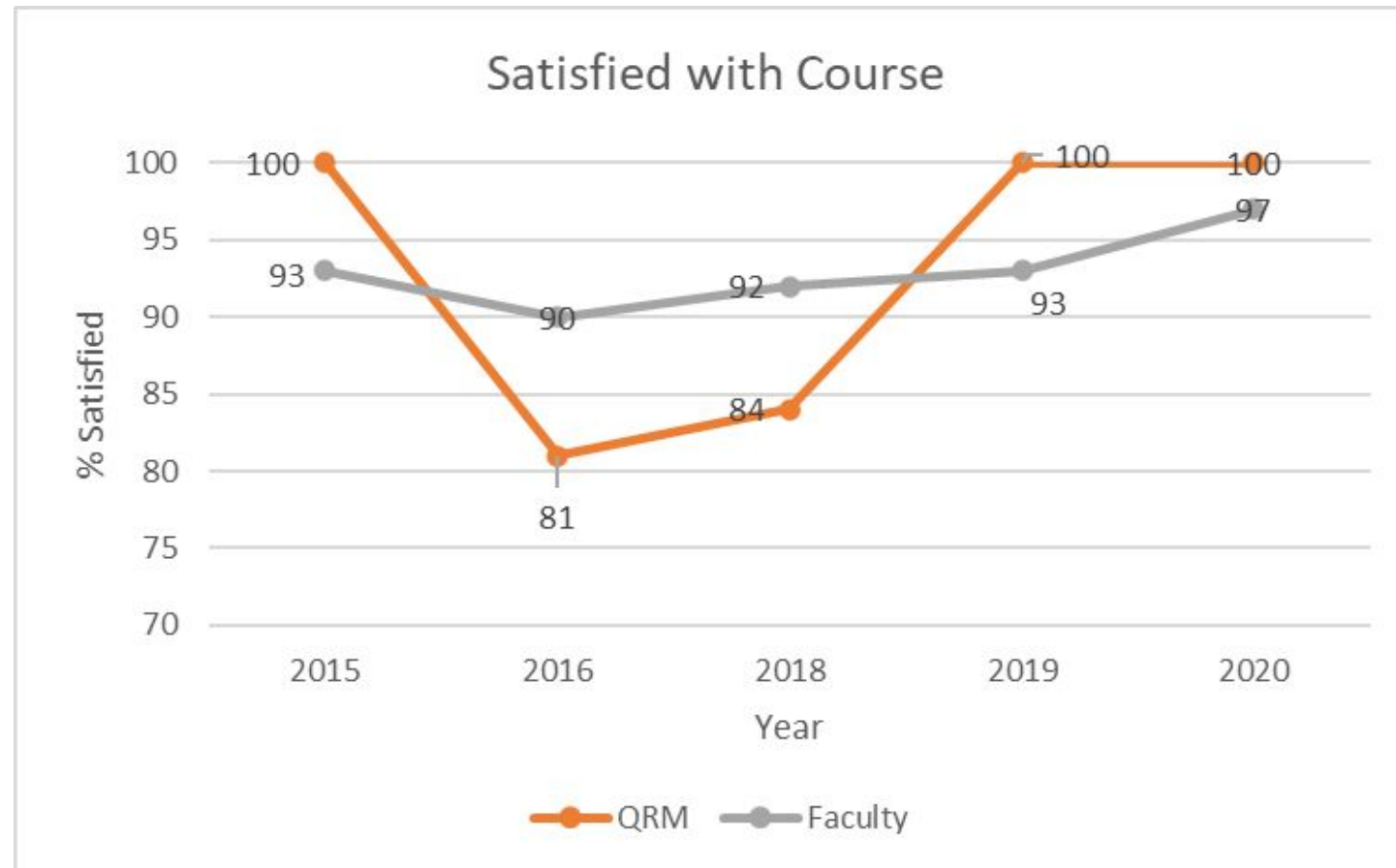


- Videos on analysis (3 x 15 minutes)
- Group forum – post themes from interview & comment on 2 others (tutor oversight)
- Introduced further 'live' webinars to practice with Convenor – analyse data provided in breakout groups using padlet





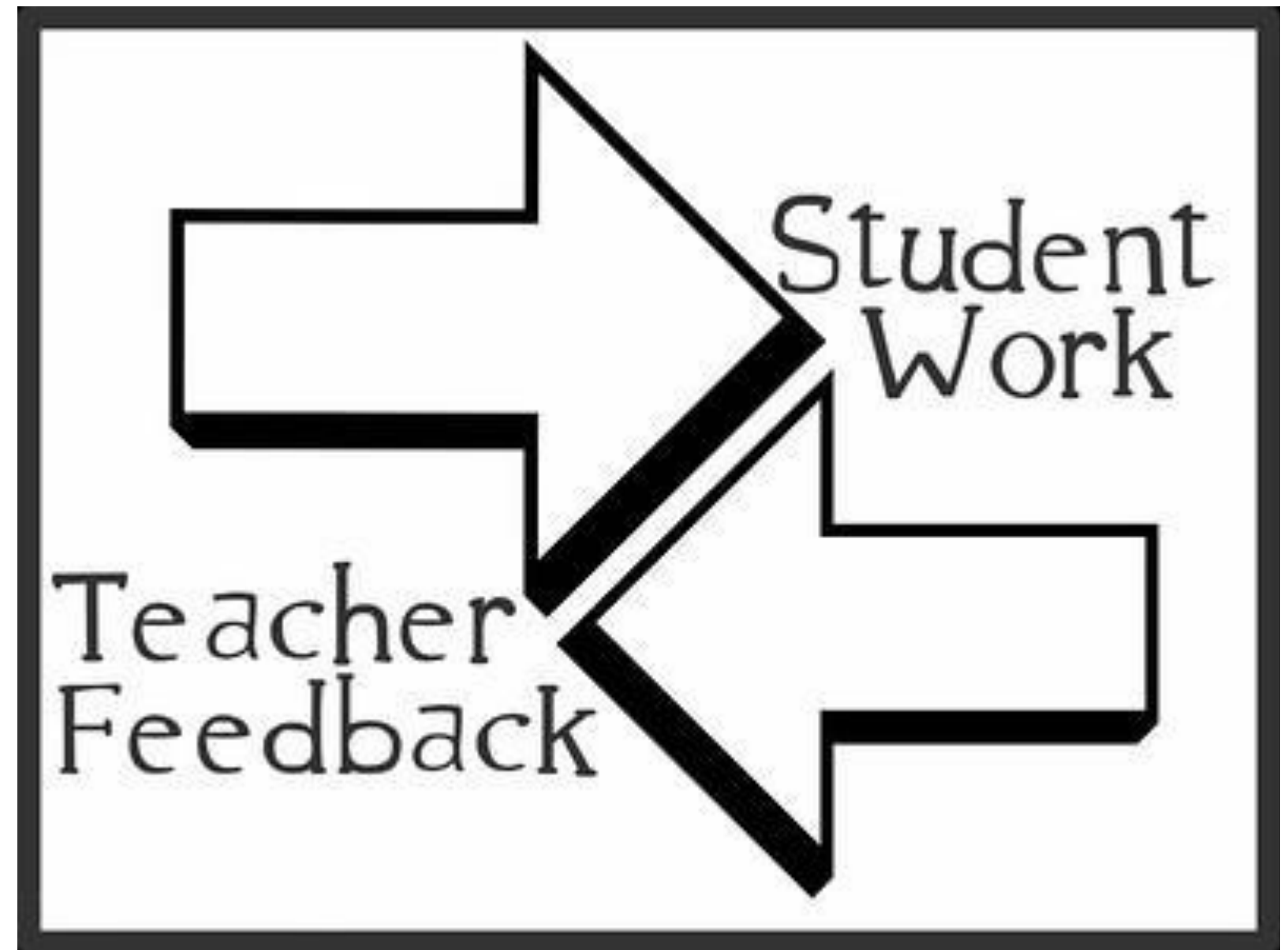
# Feedback on the course



*“Hands down the best and most effective use of online teaching tools of any subject I have done thus far at UNSW ... This was the first time I've genuinely felt that the course was targeted at me and that it centred on my learning experience and outcomes” QRM 2019*

# Next steps

- Developed a quiz on rigour in qualitative methods - formative assessment.
- Providing more Convenor/Tutor feedback on what doing well and areas for improvement across two online activities – interviewing and analysis.



# Three tips

- Create 'bit size' pre-recorded lectures on key concepts and supplement with webinars every 2-3 weeks where content can be revisited and small breakout group activities conducted to support small online group activities that are student led.
- Scaffold online (small) group interaction activities to feed into assessable individual activities.
- Provide a diversity of interaction options – asynchronous forums, Teams or other group function for synchronous interaction.



# References

- Croxton, R.A. (2014) The role of interactivity in student satisfaction and persistence in online learning. *Merlot Journal of Online Learning and Teaching* 10(2): 314-324
- Smidt, E., Rui, L., Bunk, J., Kochem, T., & McAndrew, A. (2017). The meaning of quality in an online course to administrators, faculty, and students. *Journal of Interactive Learning Research*, 28(1), 65-86
- Xu, D., & Jaggars, S. S. (2014). Performance gaps between online and face-to-face courses: Differences across types of students and academic subject areas. *Journal of Higher Education*, 85(5), 633-659.



# Questions





# **Workshop**



# Mini Workshops 3 x 10 mins

## 1) Assessment Makeover

### Prompts:

- What assessment are you working on now?
- What does an ideal assessment look like?
- What do you need to change to optimise yours?



**A Prof Danijela Gasevic**

## 2) Lessons from Failure

### Prompts:

- What's gone wrong with one of your previous assessments and why?
- What did you do to improve it?
- What did you do differently next time?

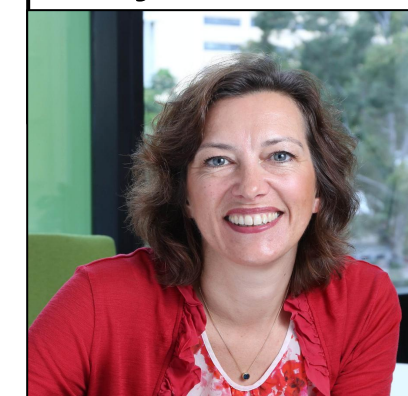


**Dr Tessa Peasgood**

## 3) Best Practice Showcase

### Prompts:

- What are some effective strategies you have used to engage students online leading up to an assessment?  
*These may include scaffolding to a final assessment or other approaches to prepare students for an assessment?*



**A Prof Sally Nathan**

Groups 1 workshop order: 1 2 3

Groups 2 workshop order: 2 3 1

Groups 3 workshop order: 3 1 2





# **Wrap Up**



# Lessons Learned

What have been your key takeaways from today?

What are assessment and engagement strategies are you going to try in your practice?

**Please write 3 action points in the chat.**





**WE WANT  
YOUR FEEDBACK**

# Feedback Survey

[www.surveymonkey.com/r/ECAPS2](https://www.surveymonkey.com/r/ECAPS2)

