CAPHIA

Early Career Academics (ECAPS)

Professional Development Seminar Series

SEMINAR 3:

Collecting the evidence & impact of your teaching

Teaching Impact Data

Connecting the dots between engagement, assessment and feedback strategies and how to demonstrate teaching impact.

ACKNOWLEDGEMENT OF COUNTRY

ADVANCING PUBLIC HEALTH

EDUCATION, RESEARCH & WORKFORCE DEVELOPMENT

CAPHIA:
Council of Academic Public Health Institutions Australasia

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:
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"

PROFESSIONAL DEVELOPMENT SERIES OVERVIEW

EARLY CAREER ACADEMICS & POSTGRADUATE STUDENTS:

BY US, FOR US

Engagement

Assessment

Impact

Promotion Pitch

Recording +
slides available

Recording +
slides available
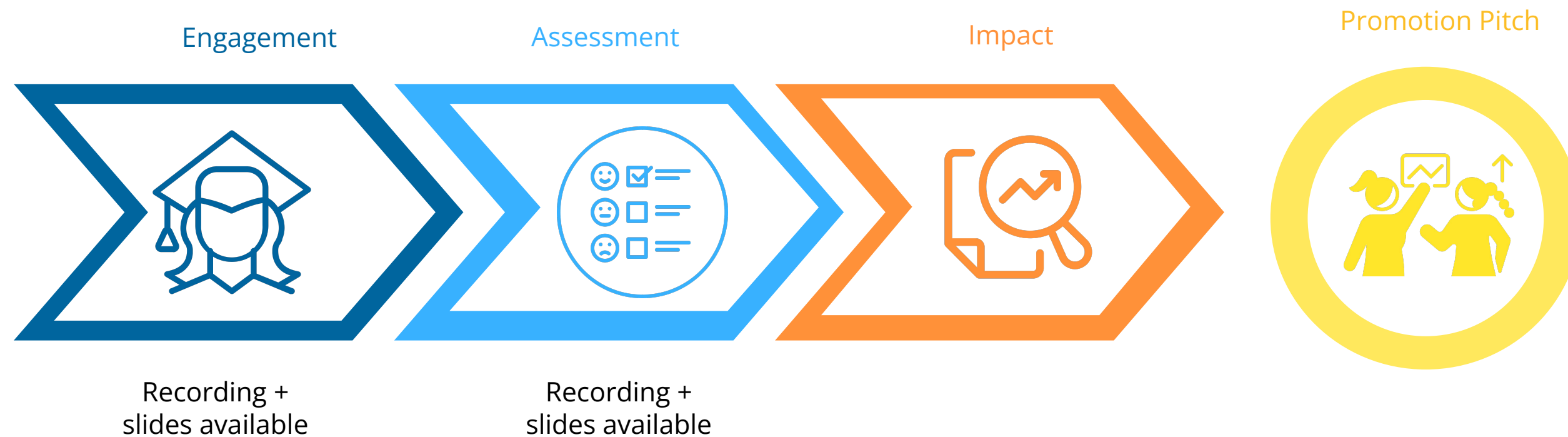
Participants who attend all four seminars will receive a CAPHIA certificate of attendance

CAPHIA

Teaching Impact Data

This webinar builds on the first two, and connects the dots between engagement, assessment and feedback strategies and how to demonstrate teaching impact.

Agenda

1pm – 2pm
Presentations
Panel Question & Answer
2pm – 3pm (optional)
Mini-workshops to apply strategies to your practice

What is the impact you want to achieve?

What have you tried?

What constitutes evidence?

SPEAKER INTRODUCTION

A/ PROF KATHERINE BALDOCK

University of
South Australia

DR. KRIS MCBAIN-RIGG

James Cook
University

A. PROF Katherine Baldock

Katherine Baldock is an Associate Director: Teaching Innovation Unit at the University of South Australia and a CAPHIA Board member. Katherine is a recognised leader in the scholarship of teaching and learning, and was recently awarded a Senior Fellowship with Advance HE, an internationally recognised designation. Katherine has extensive knowledge particularly in online teaching approaches and the impacts on student learning.

University of South Australia

Learning & Teaching Context

*Life before academia …
I was an epidemiologist*

Coordinator: Large intro public health courses / subjects (400+)

Program Director / Coordinator: small, final-year courses

L & T Leadership

Associate Head of School: Academic (Health Sciences)

Associate Director: Teaching Innovation Unit

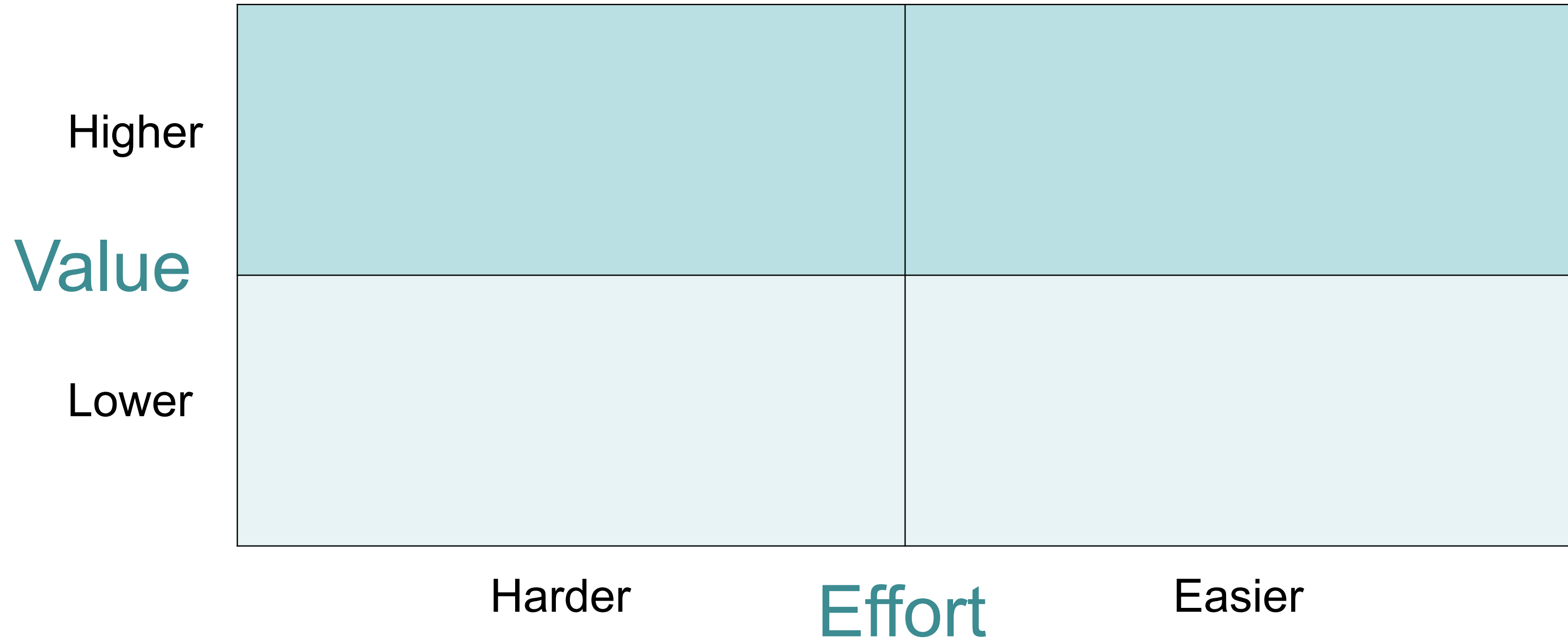2014 2015 2016 2017 2018 2019 2020 2021 2022

University of South Australia

Showcasing impact

What am I doing?
Why am I doing it?

Demonstrate your intentionality

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South Australia

Showcasing impact: selecting indicators

Higher

Value

Lower

Harder   **Effort**   Easier

Showcasing impact: selecting indicators

Value	Harder	Easier
Higher	• Graduate outcomes • Industry feedback • Scholarship of T&L	• Informal student feedback • Learning outcomes
Lower	• Teaching peer review	• Student evaluations • Grades

Effort

University of South Australia

Collecting / collating the evidence

What outcome do you want?

What evidence do you need?

How to collect / collate evidence?

SoTL / research ethics

University of
South Australia

Bringing it all together

What is your story (the narrative)?

- Start with the intention, and keep central to story
- Describe what you did and why
- Use multiple forms of evidence
- Showcase and evidence the outcomes and impacts

University of
South Australia

Top 3 Tips

- Understand your course / subject
  - Learning outcomes, student cohort, teaching approaches, assessments, etc

- Be willing to try and fail = it's still a story

- Start now!

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South Australia

Dr
Kris McBain-Rigg

Dr Kristin (Kris) McBain-Rigg is a Senior Lecturer in the College of Public Health, Medical and Veterinary Sciences at James Cook University. Kris is a medical anthropologist teaching in the Masters of Public Health program suite and undergraduate allied health programs at JCU. She held the role of Associate Dean of Learning and Teaching for the college from 2016-2019, and is the current Chair of the Public Health and Tropical Medicine Learning and Teaching Committee at JCU.

JCU

JCU College of Public Health, Medical and Veterinary Sciences

Teaching from the gut is complete bulldust: mythbusting for impact

Dr Kristin (Kris) McBain-Rigg, Senior Lecturer, JCU

Dr Kris McBain-Rigg

Associate Dean, Learning and Teaching for the College of Public Health, Medical and Veterinary Sciences (2016-2019)

CPHMVS Award for Teaching Excellence (2020)

JCU Citation for Outstanding contribution to student learning Teaching Excellence (2021)

Nominated for AAUT award (2022)

Senior Lecturer in Public Health

- Anthropologist in Public Health
- Undergraduate students in allied health disciplines
- Postgraduate students (MPH/MPHTM programs)

Publications and SoTL research:

CM Felton-Busch, SD Solomon, **KE McBain**, S De La Rue 2009, Barriers to advanced education for indigenous Australian health workers: an exploratory study, *Education for Health,* 22(2), p.187

LG Peachey, **KE McBain-Rigg**, 2011, Editorial: The challenges of remote area medical education, *Med J Aust,* 194(10): 495

KE McBain-Rigg, 2013, James Cook University Medical Students' understandings of access and equity issues in serving the underserved: An exploratory study. Post Doctoral Fellowship Research Report. James Cook University School of Medicine and Dentistry and the Mount Isa Centre for Rural and Remote Health.

SoTL projects in Public Health Team:

Mapping the journey of First Year Postgraduate Students in the James Cook University Masters of Public Health: Supporting Postgraduate transitions into Higher Education. (Paper in progress)

Developing Public Health Careers: Employability for Postgraduate Public Health Students in the Masters of Public Health Program at James Cook University. (Paper in progress)

Decolonising the JCU Public Health Curriculum (Ongoing)

Flying by the seat of our pants – or teaching from our gut...

Sometimes Bill can't help but fly by the seat of his pants.

greatfunnies.blogspot.com

what are other words for seat-of-the-pants?

unscientific, intuitive, instinctive, irrational, unempirical, half-baked, unsystematic, illogical

Thesaurus.plus

Approach to showcasing teaching impact

Sometimes it can feel like we do piecemeal changes in response to student feedback, or policy changes or updating materials…and this is a BIG part of the problem – and why academics often think they are flying by the seat of their pants. There is room for intuition and feeling in this space – but don't forget that it comes from you, and your remarkable content knowledge and unique perspectives.

Showcasing is largely defined by the question I am asking of my L&T experience – no such thing as flying by the seat of your pants – even if it feels like it. Knowing your indicators is about tying back to your subject learning outcomes, course learning outcomes, or beginning with the end in mind.

Approach to showcasing teaching impact

Create that bust to boom story for yourself – and remember, it may not necessarily be informed by what is right in front of you right now – it may be that the 'problem' exists at a much higher level than in your classroom

Encourage the use of either citation or promotion documentation to create the story of your journey as an educator – it gives form and function to what you write.

Creating a citation or nomination

An example of

- *how to select the right indicators*

This should be driven by the purpose of your application, and remember the core 'problem' you are working on lies well beyond your classroom walls. But generally this includes things like student success rates, student satisfaction, the diversity of your cohort, etc…

- *how to ethically collect student data*

Again this should be driven by purpose and an understanding of what kind of student data you are able to access through your institution. If you are collecting beyond this dataset, you should be engaging in your project as you would any other research or inquiry – seek ethical clearance through your institution, and conduct your inquiry ethically.

Creating a citation or nomination

An example of

- *how to analyse the data*

This should also be driven by the question you are asking/seeking to demonstrate – but ultimately, you will need to tell a story – and a clear, well evidenced story that draws on literature, perhaps qualitative and quantitative data, and may require a kind of 'mixed methods' approach to the interpretation and presentation of the result.

- *how to integrate education research into teaching*

This is so often in the wrong order – we should engage with the literature regularly to keep pace with changes in the space. However – if you have conducted your own educational research, translation of the results into practice should be planned and considered at the beginning of the project for it to be truly ethical.

- *who to collaborate with*

Your students (past and present) can be collaborators, but consider colleagues, industry partners, policy makers…think broadly about who might be able to help solve the problem, or best help tell the story.

Pulling it together

Use institutional paperwork to help guide this work

Promotions documents, citation documents, etc.

Use your performance development program/conversations to help craft this story – show the evidence of performance regularly

Foster relationships

With students – informal and formal feedback

With colleagues – informal and formal (PRoT) feedback on a cycle

With industry – informal and formal solicited feedback

Top 3 practical tips

PUT IMPACT FIRST: to do this we must define the problem/position, consider the intervention, and plan the evaluation first – put your research skills to good use. For any change you want to make – how will you know it worked? What will this change do to fix the problem, and how will you see evidence of that?

For most awards and promotions you should be able to show data for at least three years – so this requires well defined problems or positions to help figure out what exactly you need to collect, and how to incorporate industry/disciplinary feedback from outside of your institution

Think broadly about what constitutes evidence – informal, unsolicited may indicate a more significant impact than formal SELT data can, but it should all tell a story. Foster relationships, within the institution and beyond.

JCU

Panel Q & A

1. I plan to evaluate a new online learning activity I created for peer-to-peer learning and hope to publish the learning activity evaluation findings. Short of coming up with questions by myself,I wondered if you can suggest validated evaluation questionnaires for public health that assess general learning aims, engagement metrics etc and are publishable

2. How to manage the negative comments and non justified comments from students? What are some coping strategies that can be used to manage the disappointment resulted from students' comments?

3. I'd like to understand more about when ethics approval should be sought and when it is not needed, for analysis and reporting on student results and feedback after a change to teaching practice.

Workshop

Mini Workshops x 3

10 mins breakout group

10 mins whole group discussion

1) Impact

Prompts:
- What are you working towards? Why have you come here?
- Why do you do, what you do? (teaching philosophy)

Dr Kris McBain-Rigg

2) Try & Fail

Prompts:
- *What* did you try and *why* did you try it?
- How do you know you succeeded or failed?

A/Prof Katherine Baldock

3) Evidence

Prompts:
- What constitutes evidence?
- What have you used before or what comes to mind?

Both

Wrap Up

Lessons Learned

What have been your key takeaways from today?

What teaching impact assessment strategies you going to try in your practice?

Please write 3 action points in the chat.