



# A brief history of EMA and an overview of pedagogical transformation at Northampton

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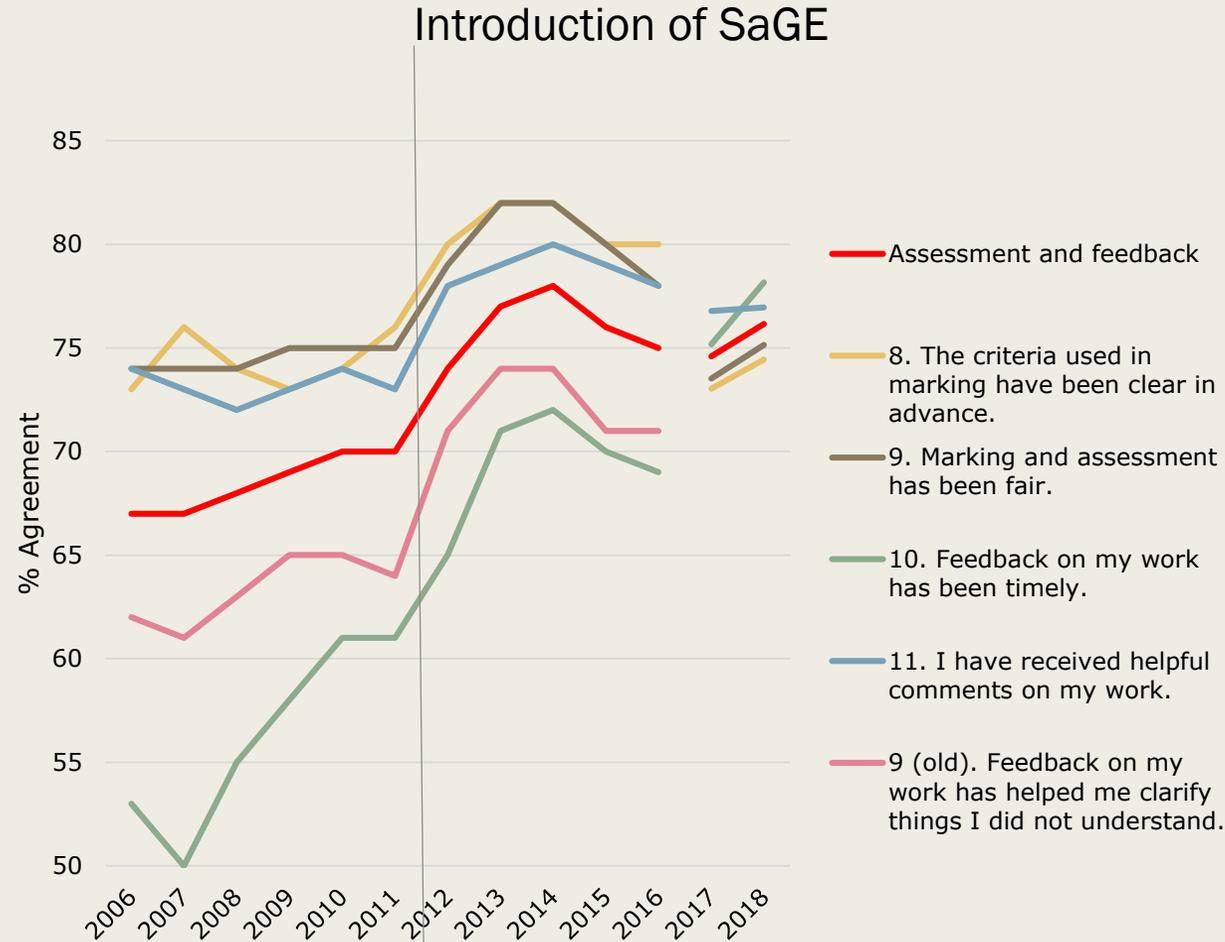
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# Have we got it sorted?



NSS Trend Data: A&F at UoN

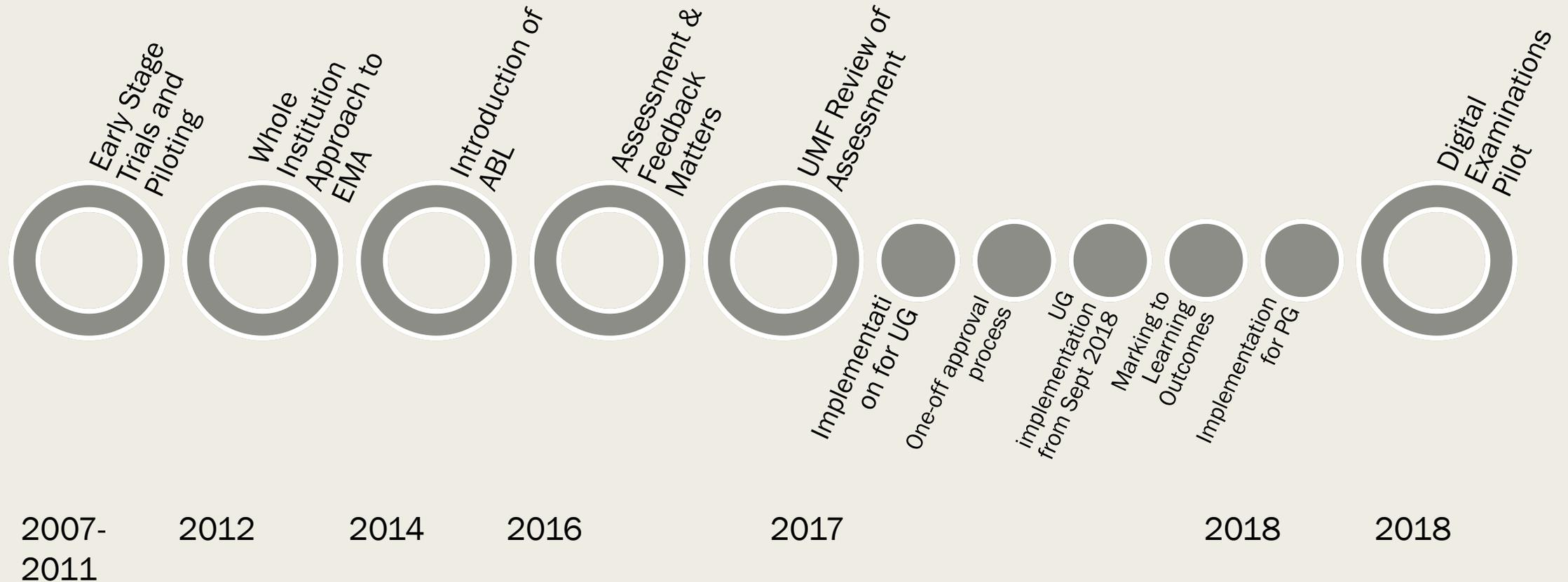
## JISC – digital student tracker

Online assessments are delivered and managed well (%).

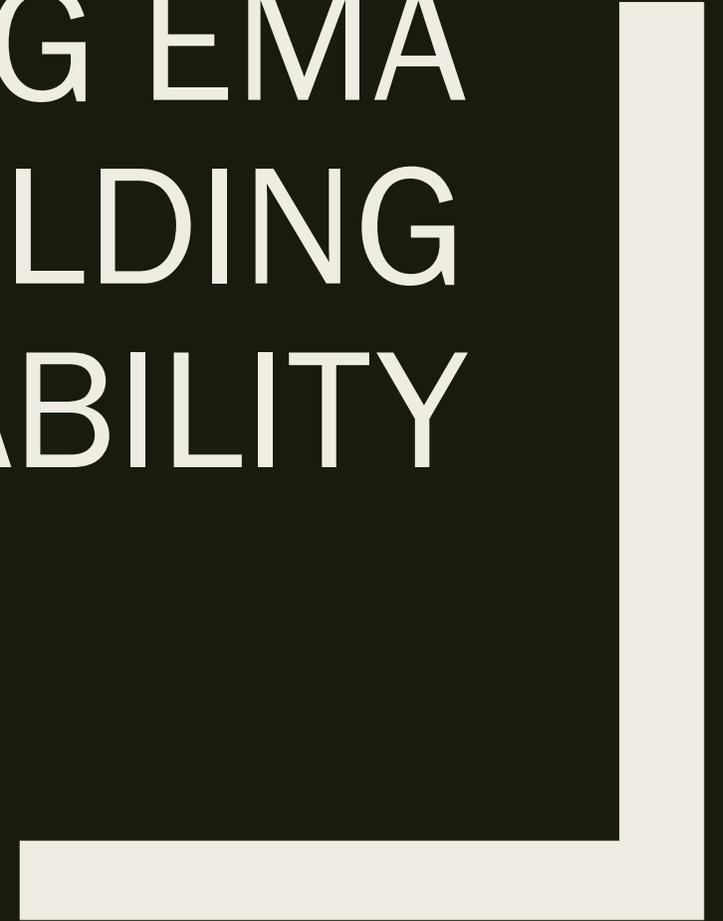
2015/16	UoN (%)	Sector (%)
Agree	61.8	54.8
Neutral	23.6	30.2
Disagree	5.5	9.5
2017/1	UoN (%)	Sector (%)
Agree	51.5	58.3
Neutral	37.1	35
Disagree	11.4	6.7

No – but **3.8% up** on HEI sector average for A&F in NSS (2018)

# Developing and embedding an institutional approach to EMA



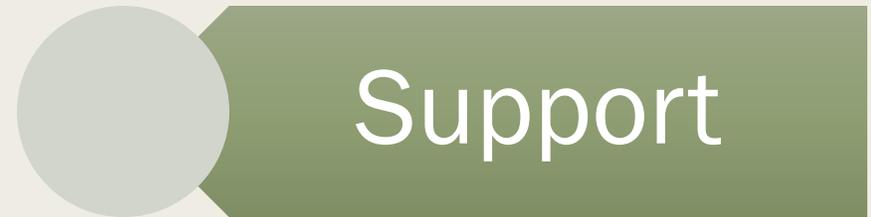
# EMBEDDING EMA AND BUILDING INSTITUTIONAL CAPABILITY



# Addressing the Challenges

Our approach to scaling up is:

- Explicit
- Deliberate
- Evidence-based



# Initial Evidence

- Significant research in the area over a long period. Phil Race (2015) documents many of the common types of assessments – their benefits and their pitfalls.
- Rob Howe: Head of Learning Technology:
  - *We know many of the solutions but may be lacking time, motivation and skills to make a difference*
  - *Quality processes can regulate delivery and provide consistency but can also restrict innovation – fear of failure!*

# Is it working? Anecdotal evidence from students

I think its brilliant and it saves time and money on travelling.”

Email  
Blog

Spot surveys  
Focus groups

It would be better if it was more uniform.

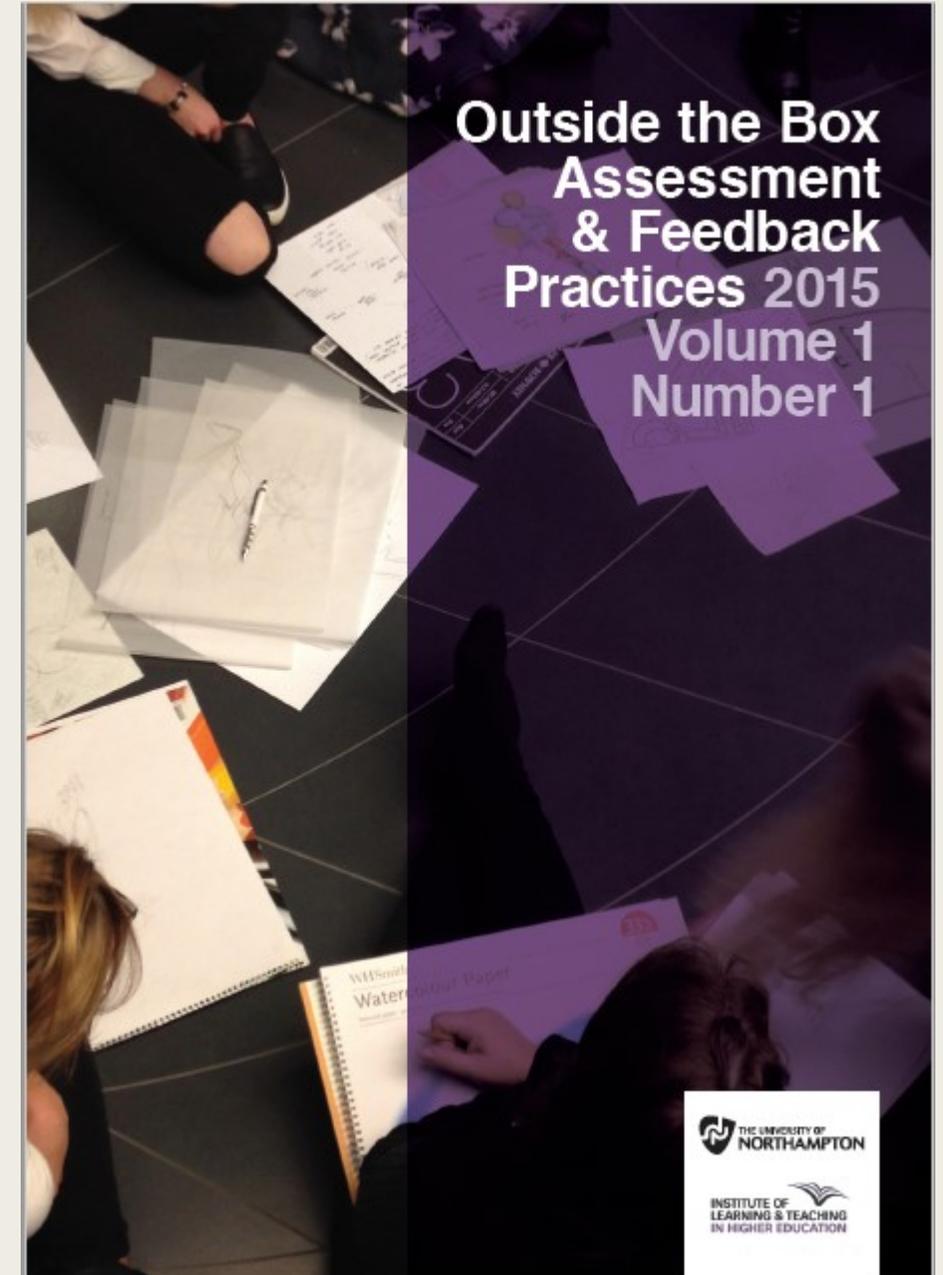
I do think that electronic feedback is good because it is easy and quick.

I also feel that lecturers returned grades to students much more promptly when they were on paper

It was beneficial as it is easier to hand in assignments instead of having to travel into the university however feel there is less feedback given

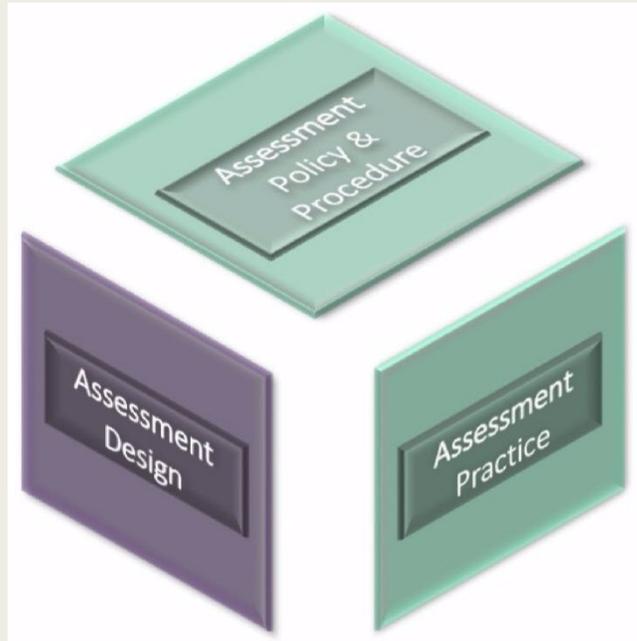
# Evidence from staff

- Some did (after adapting their style)
  - Outside the Box evidence...  
(available from:  
<https://www.northampton.ac.uk/ilt/research-and-funding/publications/>)
- .....and others.....



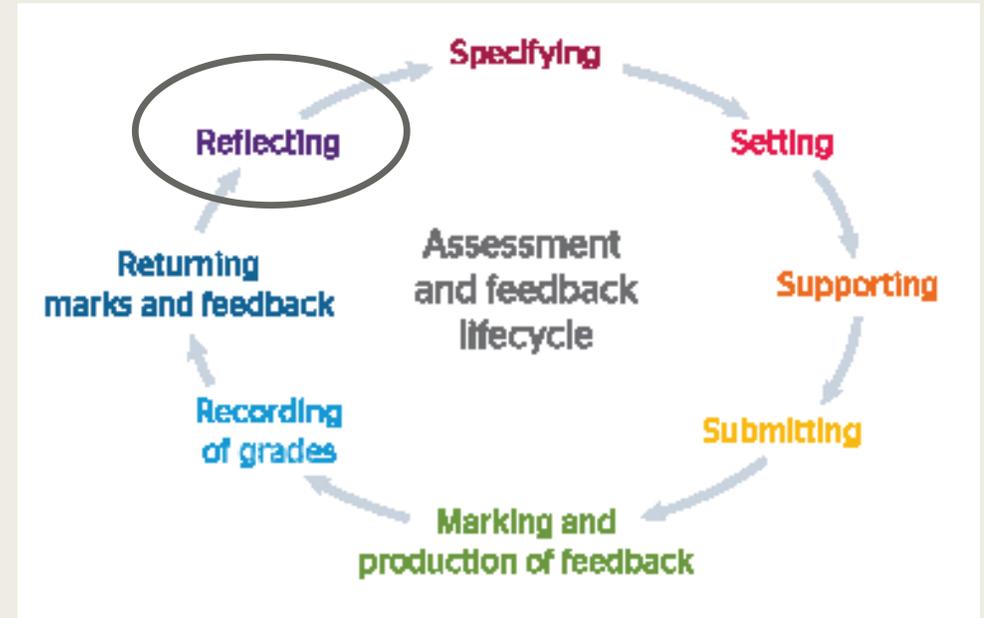
# Support

## Assessment and Feedback Portal



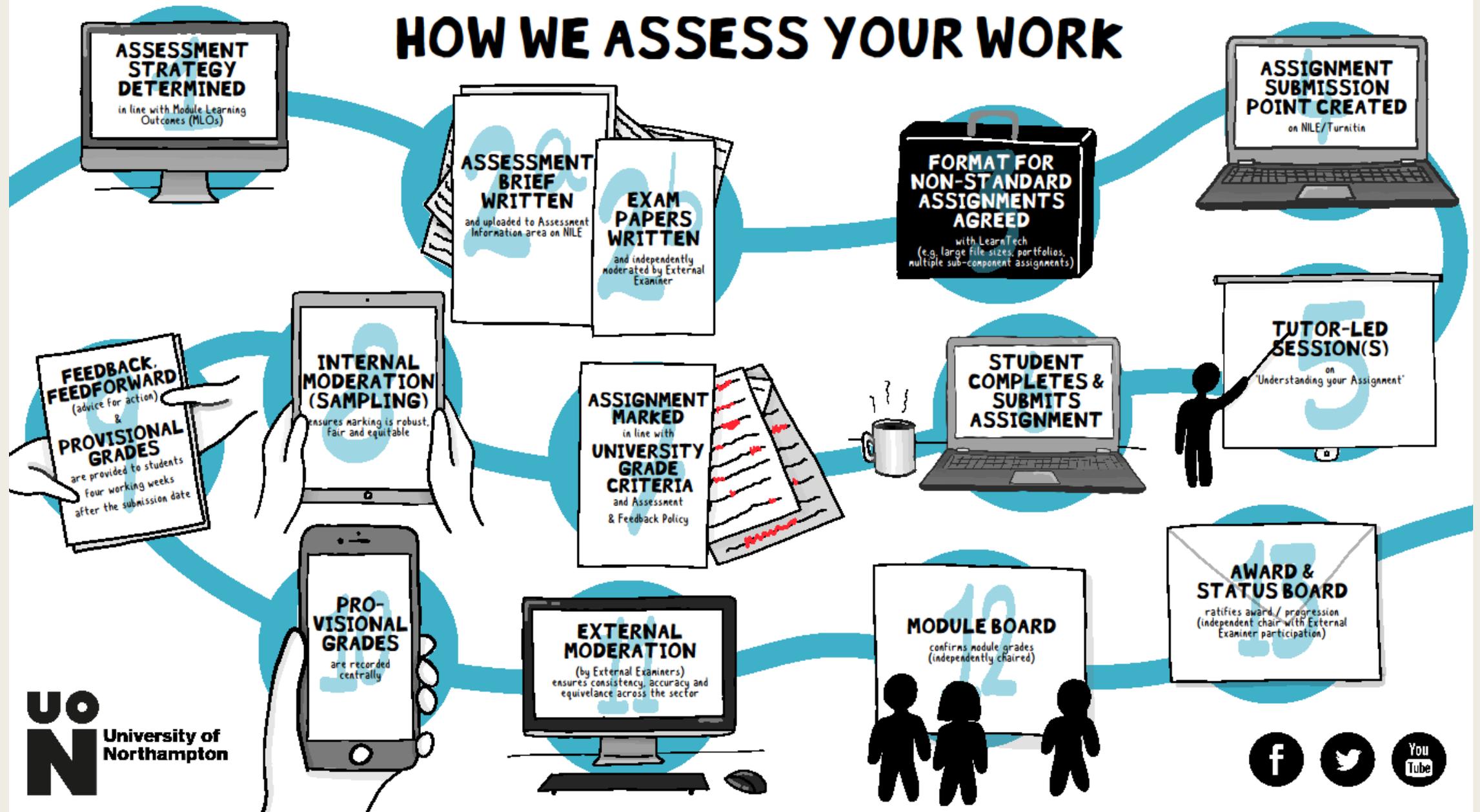
<https://www.northampton.ac.uk/ilt/academic-development/the-assessment-and-feedback-portal/>

- Simplified Process
- Broader Range of Assessment Types



Available from: <https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback/lifecycle> (and adapted from an original by Manchester Metropolitan University) under a [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) licence.

# HOW WE ASSESS YOUR WORK





Agency

# Outstanding issues

- Loss of some central support
- Lack of integration with Student Records (end-of-life)
- Coding inconsistencies
- Mandatory training for all academic staff



# LEARNING, TEACHING AND ASSESSMENT AT NORTHAMPTON

The introduction of Active Blended Learning

# UoN



THE SOCIAL ENTERPRISE PARK

## OUR VALUES

**DELIVERING**  
A student experience of the highest quality

**ENTREPRENEURIAL**  
the commitment to innovation, value for money and financial sustainability

**VALUING**  
opportunity, diversity, a global perspective, inclusion and equality for all

**ENABLING**  
a culture of empowerment, responsibility, tolerance and excellence

**LEADING**  
enhancing the economic, social, cultural and creative life of those we work with across the world

**OPENNESS**  
transparency, adaptability, resilience, celebration of success

**PERFORMANCE**  
through continuous staff development and investment

## OPERATIONAL PLAN



- Setting Targets
- Resourcing
- Measuring Progress
- Accountability



## OUR VISION

By 2020 our student experience is outstanding, motivated by a desire to set exceptional standards, cutting edge digital technologies and a unique, future focused learning and teaching model. Our social impact and support for public and private sector enterprise and skills development, purposeful research and civic engagement is acknowledged as world leading

TRANSFORMING LIVES  
INSPIRING CHANGE

ON YOUR SIDE & INCLUSIVE - ENCOURAGING & CARING

**SUPER SUPPORTIVE**

INNOVATIVE & AMBITIOUS

**FUTURE FOCUSED**

FORWARD THINKING & VISIONARY

CAN-DO ATTITUDE & POSITIVE IMPACT

**SOCIAL IMPACT**

PURPOSEFUL RESEARCH



- More market driven and customer centric
- Real term E reduction in fees
- Demand will become increasingly unpredictable
- Digital disruption
- High fixed costs
- Future of work
- Winners and losers

Create a unique Learning and Teaching model

- Get smart using technology and data
- Become more adaptable, flexible and resilient
- Diversify and grow revenue streams
- Collaborate to compete
- Invest wisely

- Fulfil our Mission ✓
- Be impactful
- Transform to a digital world
- Thrive!

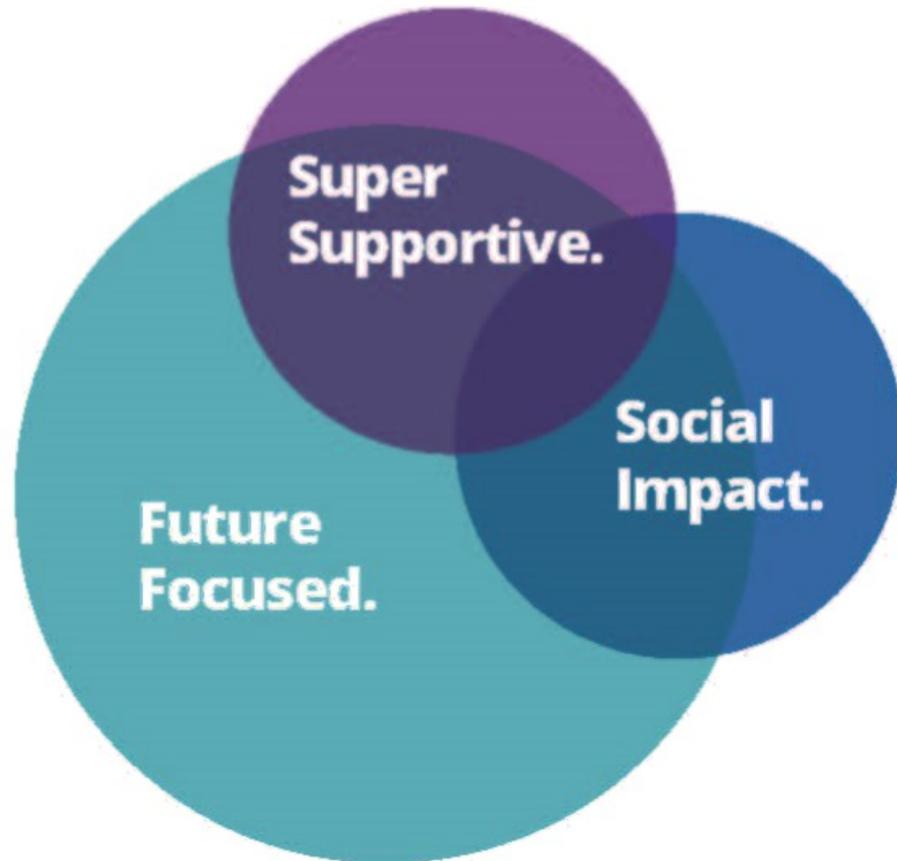


THESE CHALLENGES MEAN WE NEED TO SO WE CAN



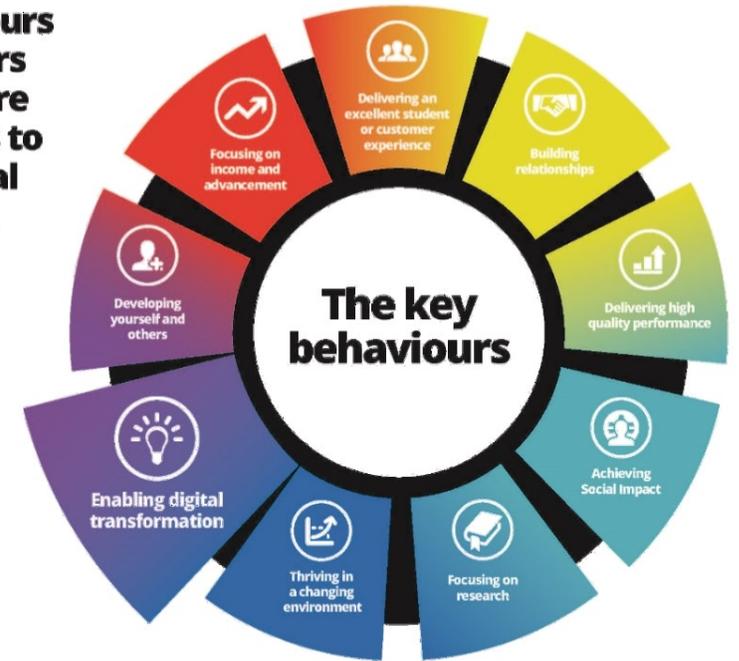
for more information visit [www.northampton.ac.uk](http://www.northampton.ac.uk)

# Our ambition.



## Key behaviours.

The key behaviours framework offers an explicit, Future Focused process to enable the digital transformation.



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## Strategic partners.



# Active Blended Learning (ABL)

A course follows an ABL methodology if it:

- Is taught through student-centred **activities** to develop **knowledge and understanding, independent learning & digital fluency**.
- Has a core, collaborative **face-to-face** component, explicitly **linked to learning activity outside the classroom**.
- Helps to develop **autonomy, Changemaker attributes and employability skills**.

# Assessment and Feedback Matters:

## Review of the assessment provisions of the University Modular Framework

- Increase academic ownership
- Ensure assessments are pedagogically 'sound'
- Ensure constructive alignment and ABL appropriate
- Increase innovation through revising 'rules'
- Reduce assessment burden on students
- Embed Employability and Changemaker



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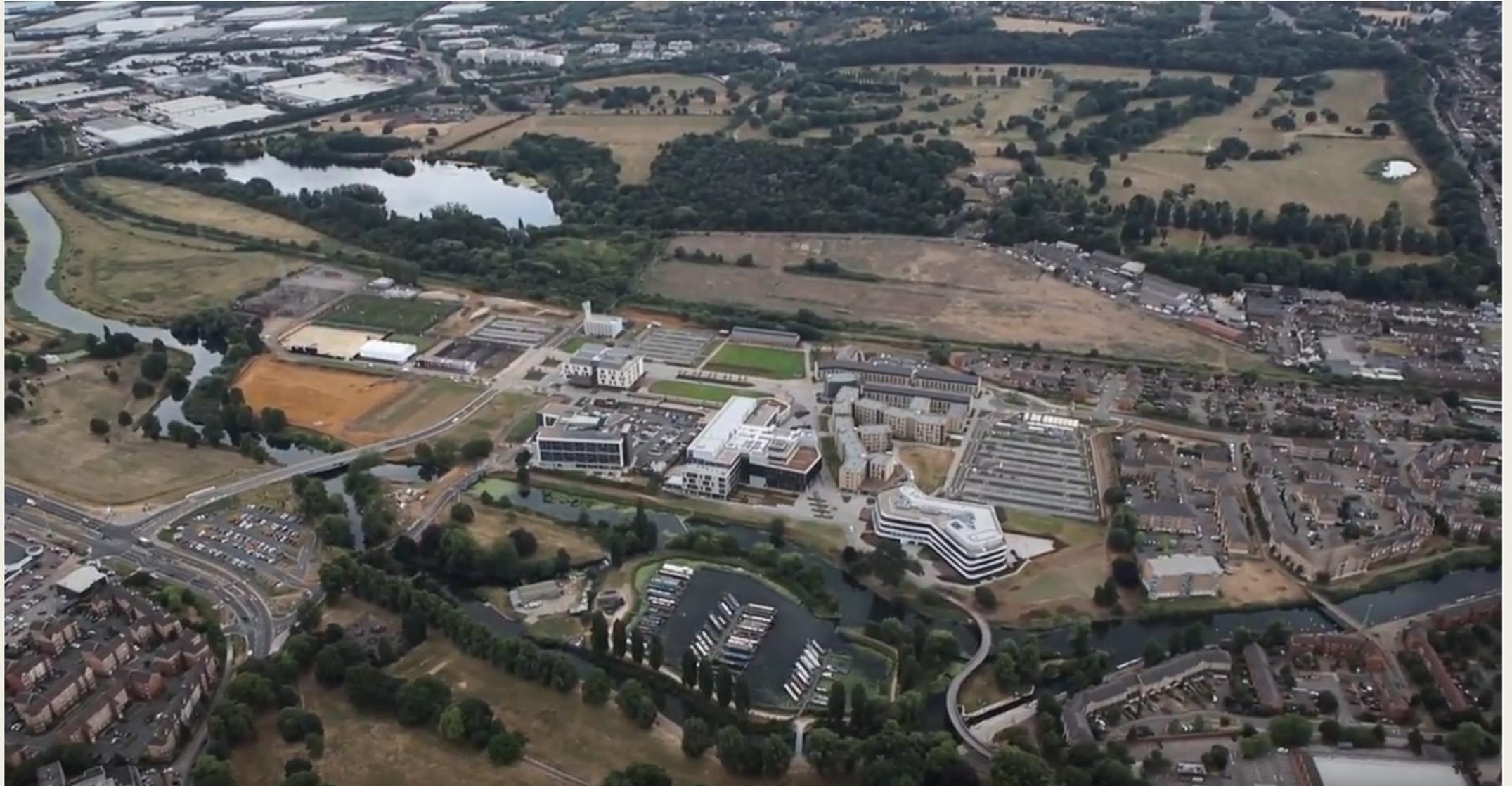
# Marking to Learning Outcom

- Marking on the extent to which LOs have been met
- Options on approach (comments per LO, rubrics etc)
- Hopefully more of a pedagogical change than a technological one
- Academic and professional quality also considered



# Introducing Waterside!

<https://www.youtube.com/watch?v=783cREKhFJU>



# THE DIGITISING EXAMS PILOT AT NORTHAMPTON

# What to do about exams?

- Essential piece of the SaGE jigsaw
- Deliberate consideration as part of UMF Review
- Essential part of ABL



- Although there are economic and administrative benefits, **digitising the exams is primarily about pedagogy**
- If an institution digitises its teaching it also needs, for several reasons, to digitise its exams
- To achieve the full potential of digitising teaching and assessment, these changes must be part of a **comprehensive strategic initiative for enhancing teaching and learning**

Jenson, T.K. (2018) Digitising exams as part of a broader strategy for enhancing teaching and learning. Keynote presentation at Learning from Digital Examinations conference, University of Brunel. 26 April 2018

# Rationale

- Student familiarity with online texts, hyperlinks and digital resources – need to handle this in assessments and in life!
- Better test strategies and more authentic exams
- Handwriting (a dying art?!) v digital scripts
- Discrepancies between how they learn and how they are assessed
- Provision of feedback to students on individual exams becomes easier
- Increased efficiencies
- Political expectations?

# Digitising Examinations at UoN

- Potentially 11 members of staff interested
- Range of assessments
  - *end-of-year paper-based exams through to 24/48 hour exams*
  - *TCA's and weekly tests for team-based learning in Occupational Therapy*
- Part of a review of our NILE suite of technologies (underpinned currently by Blackboard)

# CONCLUSIONS



# Where are we now?

- SaGE fully embedded – project officially closed
- SaGE training = BAU and part of mandatory academic induction
- NSS A&F at UoN 3.8% > sector average

But ...

- Traditional end-of-year exams remain undigitised (at present)

# Evidence-based change



# Evidence-based change



# References

- Hepplestone, S., Holden, G., Irwin, B., Parkin, H., Thorpe, L., (2011) [Using technology to encourage student engagement with feedback: a literature review](#) . Research in Learning Technology Vol. 19, No. 2, July 2011, 117–127.
- Jenson, T.K. (2018) Digitising exams as part of a broader strategy for enhancing teaching and learning. Keynote presentation at Learning from Digital Examinations conference, University of Brunel. 26 April 2018
- Jisc (2016) The Assessment and Feedback Lifecycle. Available from: <https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback/lifecycle>. Accessed 31/08/18
- Race, P. (2015) The Lecturer's Toolkit: A practical guide to assessment, learning and teaching. 4<sup>th</sup> edition. Routledge.

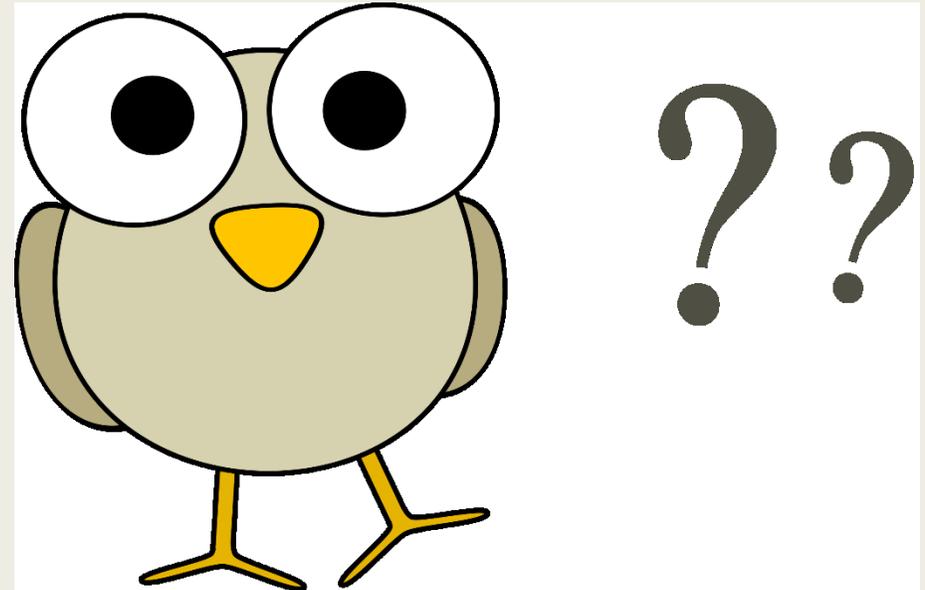


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