



TEACHING, LEARNING AND ASSESSMENT IN HIGHER EDUCATION

TRAINING WORKSHOP, 28-29 NOVEMBER 2010 WORKSHOP SCHEDULE

DAY 1	SUNDAY 28 NOVEMBER 2010
9.00 – 9.30	Registration
9.30 – 10.15	<p>- Welcome by H.E. Dr. Umayya Toukan (Chairman of the HFE Board of Directors, Governor of the Central Bank of Jordan)</p> <p>- Speech by H.E. Prof. Walid Maani, Minister of Higher Education and Scientific Research.</p> <p>- Introduction to the workshop and its objectives Professor Ken Mayhew (Pembroke College, Oxford) Introductory talk introducing the participants and outlining the aims of the workshop</p>
10.15 – 10.45	Coffee Break
10.45 – 11.15	<p>The Status of Teaching, Learning and Assessment from the Perspective of the HFE and the UNDP Academic Subject Reviews.</p> <p>Dr. Ali Yaghi (General Manager, Al Hussein Fund for Excellence)</p> <p>A presentation and discussion of the outcomes of the programme reviews that have been implemented by the HFE and the UNDP over the last 10 years. The HFE evaluated 83 academic programmes in 7 disciplines and the UNDP/RBAS (United Nation Development Programme/Regional Bureau of Arab States) evaluated 73 programmes in 4 disciplines (in which some Jordanian Universities participated). The outcomes of such reviews revealed certain weaknesses in the provision of TLA in all reviewed programmes. The presentation will highlight the shortcomings of TLA in academic programmes and thus the need for a training workshop on innovative TLA methods.</p>
11.15 – 11.30	Discussion of and feedback on Dr. Yaghi's presentation.
11.30 – 12.15	<p>The ILO-TL- Assessment Triangle Dr. Kathleen M. Quinlan (Oxford University)</p> <p>The ILO-TL-Assessment triangle emphasizes alignment of curriculum, ensuring that teaching and learning activities and assessment work together to support achievement of desired student learning outcomes. Central to the implementation of the ILO-TL-Assessment</p>

triangle is a clear articulation of the intended learning outcomes. After a brief introduction to the concept of alignment, this part of the workshop will consider relevant taxonomies of educational objectives, highlighting both the range of possible goals in higher education and the distinction between lower order and higher order objectives. We will look at how core values in relation to higher education shape intended learning outcomes and how to write effective ILOs that reflect different types of significant learning. Academics must first be clear on their ILOs before they can design teaching and learning activities and assessment that align with them. Students' learning is often strategic, driven by how they will be assessed. By constructing rich, challenging, complex, authentic assessments, students' attention will be focused on higher order learning. To harness the power of alignment to stimulate higher order learning, teachers must then develop learning and teaching activities that challenge students to think, analyze, evaluate, create, synthesize, reflect and collaborate on meaningful tasks, not merely read, listen and absorb information. Such activities will prepare them for success in their assessments and lead to achievement of the ILOS. Clearly stated and agreed ILOs then form the foundation for other aspects of the design of the learning environment which are also part of the review of higher education programmes.

12.15 – 12.30 Discussion of Dr. Quinlan's talk

12.30 – 2.00 Lunch

2.00 – 3.15 Matching Teaching and Learning Methods to Meaningful ILOs

Dr. Kathleen M. Quinlan (Oxford University)

The session will introduce basic principles of learning and principles for good practice in higher education that provide an evidence-based foundation for designing teaching methods that promote meaningful student learning. Then we will look at examples of teaching practices, noting how they illustrate those basic principles and the significant ILOs they are intended to address. Key features, caveats and potential pitfalls will be noted for each example, as well as a brief discussion of the relevance of the method to particular academic subjects. Examples may include problem-based learning, service learning and interactive lectures. A bibliography of key English-language publications on the selected methods will be provided.

3.15 – 3.45 Coffee break

3.45 – 4.30 Small group work (cross disciplinary)

Discuss the examples you brought from your universities. Compare and contrast the ILOs for your examples in relation to the model of significant learning presented in the morning. Are there patterns emerging? Identify which principles of learning are addressed through the examples and how additional principles might be incorporated to strengthen the teaching/learning methods in that course.

4.30 – 5.00 Plenary session to discuss and to consolidate delegates' understanding of TL and how it can be applied to their universities.

DAY 2 MONDAY 29 NOVEMBER 2010

9.00 – 10.15 **Assessment Methods Part 1**

Professor Gordon Stanley (Universities of Sydney and Oxford)

These two sessions will consider different approaches to assessing outcomes including giving an outline of the AHELO project from OECD as well as other approaches developed for higher education in the US, UK and Australia to combine professional and industry specific competencies with general and employability skills.

10.15 - 10.45 **Coffee break**

10.45 – 12.15 **Assessment Methods Part 2**

Professor Gordon Stanley (Universities of Sydney and Oxford)

12.15 – 1.45 **Lunch**

1.45 – 2.45 Small group work. The groups will be asked to design assessment methods that match their ILOs and that are in line with their TL methods.

2.45 – 3.30 **Report back session with panel discussion**

3.30 – 4.00 **Coffee break**

4.00 – 5.00 **Panel discussion on the whole workshop**

Concluding remarks by the HFE and workshop's moderators.

WORKSHOP CONSULTANTS

PROFESSOR KEN MAYHEW

Ken Mayhew is Professor of Education and Economic Performance at Oxford University and Fellow and Tutor in Economics at Pembroke College, Oxford. He is also Director of SKOPE, an ESRC designated research centre on Skills, Knowledge and Organisational Performance. Founded in 1998, it is a multi-disciplinary centre based in the Oxford University Departments of Economics and Education and in Cardiff University's School of Social Sciences. Ken read Modern History at Oxford and did a Masters in Economics at LSE. After graduate school he joined Her Majesty's Treasury before moving back to Oxford. In 1989 and 1990 he was Economic Director at the UK National Economic Development Office, and has worked as a consultant for many private and public sector organisations at home and abroad, including the European Commission, the OECD, DBIS and the DTI. His main research interests are in policy analysis, labour economics, human resource management and the economics of education and training. Within Oxford he has been Deputy Master and Acting Master of Pembroke College and Chair of the University's Social Studies Board. He is an editor of *Oxford Economic Papers* and of *The Oxford Review of Economic Policy*.

DR KATHLEEN M. QUINLAN

Trained as an educational psychologist and with a Ph D from Stanford University, Kathleen M. Quinlan is Head of Educational Development at the Oxford University Institute of Teaching and Learning and a Research Fellow in the Department of Education at Oxford University. She is Course Director for the Postgraduate Diploma in Learning and Teaching in Higher Education. Last year she was a visiting Senior Lecturer at the Centre for Educational Development and Academic Methods at the Australian National University, where she had been a lecturer in the late 1990s. Other positions held include Director of Research and Senior Consultant at Concept Systems, a New York state based consultancy, and Director of Educational Development at the College of Veterinary Medicine, Cornell University. She has published more than 20 peer reviewed papers, including papers on problem-based learning, faculty learning about teaching, and evaluations of instructional interventions.

PROFESSOR GORDON STANLEY

Gordon Stanley is Honorary Professor of Education at the University of Sydney, Australia. Until September 2010 he was the Inaugural Pearson Professor of Educational Assessment and Director of the Oxford University Centre for Educational Assessment. In 2007 he chaired the National Numeracy Review for the Human Capital Working Group of the Council of Australian Governments. He has researched and published in educational and psychological testing and has been responsible for managing a number of research and education projects. As a member of the New South Wales Vocational Education and Training Accreditation Board from 1998-2008 and as an overseas member of the Hong Kong Council for Academic Accreditation (now HKCAAVQ) he had considerable experience of, and interest in, assessment and accreditation issues in higher and vocational education. During 1990-1994 Professor Stanley held a senior education position in Western Australia where he was involved in negotiating the foundation of Edith Cowan University and in reviewing the education and training portfolio in that State. From 1995-97 he was Deputy Chair (1995-6) and then Chair (1997) of the Australian National Board of Employment Education and Training as well as Chair of the Higher Education Council. During the 1990s he became involved in quality assurance issues in education and was a member of the Committee for Quality Assurance in Higher Education 1993-5. In his NBEET role he provided advice on quality issues to the Commonwealth Minister for Education and published a number of papers on performance indicators and quality in higher education. He was a consultant to the World Bank Higher Education Reform Project in Vietnam, 1996-7. A former Deputy Vice-Chancellor (Staff) at the University of Melbourne, he is an Emeritus Professor of Psychology from the University of Melbourne and Honorary Professor of Education at the University of Sydney.

Dr. Ali Yaghi

Dr. Ali Yaghi, the General Manager of the HFE since February 2010 until present, and a member of the Quality Assurance Board of Directors at the Association of Arab Universities since April 2010; is an eminent professional in the Higher Education sector of Jordan and in the Arab region at large. He received his PhD in Computer Science from Warwick University in the United Kingdom 1985 and an M.Sc. in Mathematical Logic & Computation from University of Leeds in 1980. After various teaching and administrative posts, Dr. Yaghi held the position of Acting Dean for Faculty of Information Technology at the University of Petra in Jordan, and was later appointed as the Assistant President for Assessment and Human Resources Development at the University in August 2009 to February 2010. Additionally, he joined the UNDP Higher Education Project, "Enhancement of Quality Assurance & Institutional Planning in Arab Universities" from June 2006 to March 2009, as an Assistant Project Manager after being a consultant to the UNDP Higher Education Project from June 2002 to June 2006.