8-9th September 2009: Vitae researcher development conference 2009: realising the potential of researchers

Martin Gough
Lecturer in Higher Education & Academic Practice
University of Kent

CETL Project: Evaluation of researcher support programmes: assessment within development events, and the attitudes and experiences towards academic careers provision, of early career academics (ECAs)

Researchers:
Martin Gough (Kent),
Emma Williams (Cambridge),
Frederico Matos (Cambridge & UCL),
Jon Turner (Edinburgh)

Other institutions participating:

University of Surrey

Buckinghamshire New University

And….(?)

Approach = Exploratory

- Survey analysis
- Review of innovative practice
- Questionnaires, interviewing, observation, materials analysis
- Intervention
- Workshops

Rugby Team Impact Framework uses:

Kirkpatrick, D.L. and Kirkpatrick, J.D. (2006) *Evaluating Training Programmes* (3rd Ed.), Berrett-Koehler Publishers Inc

Impact Level 0: Foundations

Impact Level 1: Reaction

Impact Level 2: Learning

Impact Level 3 Behaviour

Impact Level 4: Outcomes

Development Event Participants

Postgraduate Teaching Assistants
(on teacher development programmes)

- Postgraduates on research writing workshop
- ECAs on research abstract writing workshop
- Newer Researchers - on Higher Education
(presenting their work)

…to date

Views on Assessment

“I give up my valuable to time to attend your workshop… and you want me to do an assignment as well?!!”

Implicit assessment syndrome

Assessment **for** learning… as well as **of** learning

Pass/Fail dividing line – useful?

– or insensitive (‘romantic’ narrative of submitting yourself to activity for the love of knowledge and learning) ?

Discussion Questions

Q1. To what extent would the addition of assignment work linked to but outside workshop events across skills and competence development programmes for researchers and early career academics enhance the learning “experience" for participants?

Q1a. Which skill areas/attributes would be enhanceable, which not?

Discussion Questions (contd.)

Q2. Would participants being assessed help you to understand the attainment level participants are at?

Q2a. Or would being assessed help them learn, attain a higher standard?

Q3. When is it important to have in assessment an indication of being "good enough", or not, i.e. pass or fail?

Q3a. Is this just appropriate for courses which contribute credits towards a qualification?

Q3b. How can generic skills be assessed if not part of a wider/cohesive programme?