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Title of the paper:

Strategic use of assessment in an internationally accredited faculty development course to facilitate academics to enhance their student in-class engagement in learning

Abstract:

Increased attention is being paid on getting students to actively engage in learning. However, conventional lectures are still common in higher education (HE) institutions. Conventional lecture is an economic way to teach large classes; though, it usually makes students learn passively (Buckley *et al* 2004). As change is usually resisted, faculty developers try out different ways to facilitate changing teaching practices of teachers of HE.

How an internationally accredited faculty development course (CTHE), in a developing country, facilitated students in-class engagement in learning has been analysed by a co-tutor. As assessment drives learning (Biggs, 1999) and formative assessment is “extremely powerful contributor to ...learning” (Knight, 2002, 150), Mixed Assessments (Isaacs, 2001) were adopted in facilitating course participants to change their teaching practices so as to engage their students in learning.

31 lecturers who teach undergraduates of Liberal Arts background and completed CTHE course were selected for this study. Out of different changes they adopted in their teaching, lesson breaks (LB) were examined. Relative convenience of adopting LBs even in large classes and short time period needed to implement LBs in class were reasons for focusing on LBs for this study.

The participants have shown that they could facilitate active learning and development of skills such as problem solving, communication, group working, questioning through LBs. They showcased how conventional lectures can be changed to engage students actively in learning, during lectures. All the lecturers in the sample showed that they have changed their teaching practices. They have moved away from conventional lecture type teaching to engage students in learning and met the CTHE course assessment criteria.

In the presentation, participants will be facilitated to identify how in-class student engagement could be improved, particularly in the Liberal Arts and large class contexts.

Reference

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