

WESTERN SYDNEY
UNIVERSITY





ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work on their lands (Greater Western Sydney and beyond).



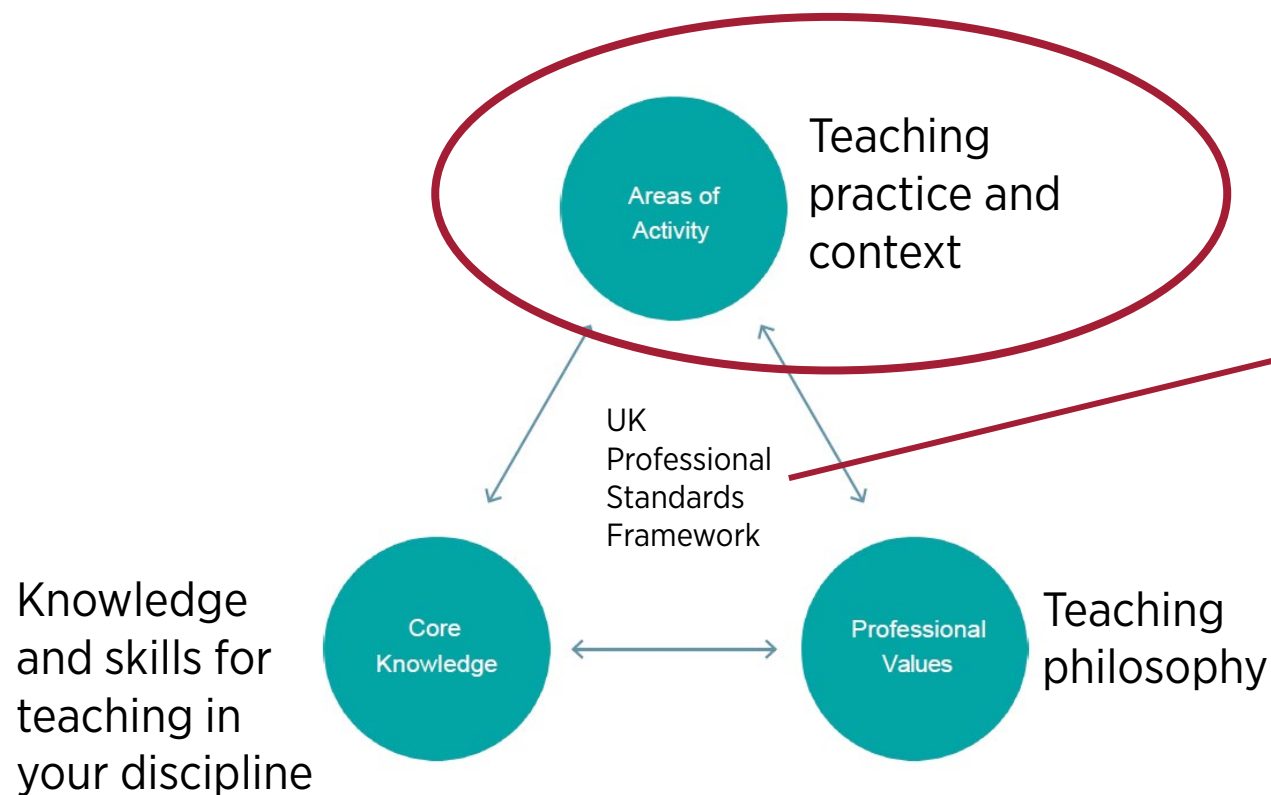
Note: this Zoom session is being recorded. Please turn off your video camera should you wish to.



SESSION TITLE: Evidencing your teaching

SESSION PRESENTER: Carol Russell

Evidence of ...



For more information go to [Western Educational Fellowship Scheme \(WEFS\) | Western Sydney University](#)

Evidence from day-to-day practice

EXAMPLES:

- In class: observations, activities to log learning (e.g. polling, minute papers)
- Early assessment results
- Online: activity tracking, formative quizzes etc.

Higher Education context evidence

EXAMPLES:

- [uCube - Higher Education Statistics](#)
- [Courses and Units | Western Sydney University](#)

Evidence for ...

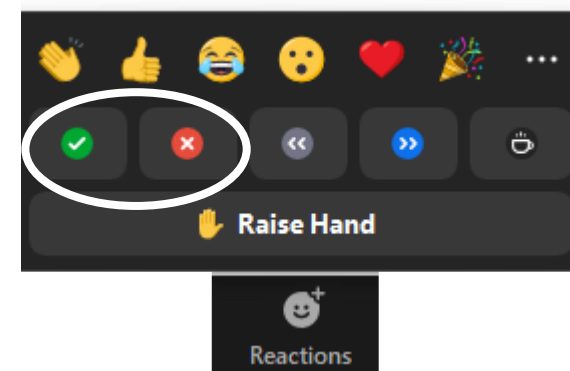
- Continuous improvement?
- Sharing with team colleagues?
- Applications for positions or promotion?
- Teaching awards?
- External recognition (e.g. HEA Fellowships)?
- Publications?

Teaching portfolios: qualitative and quantitative evidence from your practice

Do you keep a systematic record of your teaching experiences?

For example you might keep notes of:

- things you changed
- how students responded
- what worked well
- what needs improving
- what's worth discussing with colleagues.



Quantitative Evidence

At the study unit level and even within unit components

Quantitative evidence could include:

- **Multiple choice responses from student surveys (on the unit and on teachers)**
- **Patterns in assessment results**
- **Student success and progression in a program**
- **Student pass rates in subsequent units for which your unit is a prerequisite**
- **Evidence of student participation and engagement in online activities (vUWS).**

Show me the data....

Internal

vUWS: <https://lf.westernsydney.edu.au/engage/technology>

Peer review:

https://www.westernsydney.edu.au/learning_futures/home/21st_century_curriculum_project2/21C_project/peer_review_of_teaching

External data bases

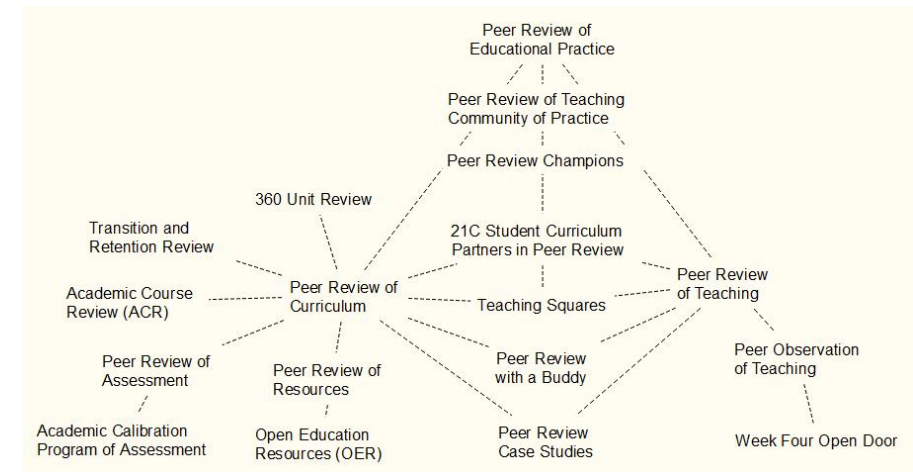
uCUBE: <http://highereducationstatistics.education.gov.au>

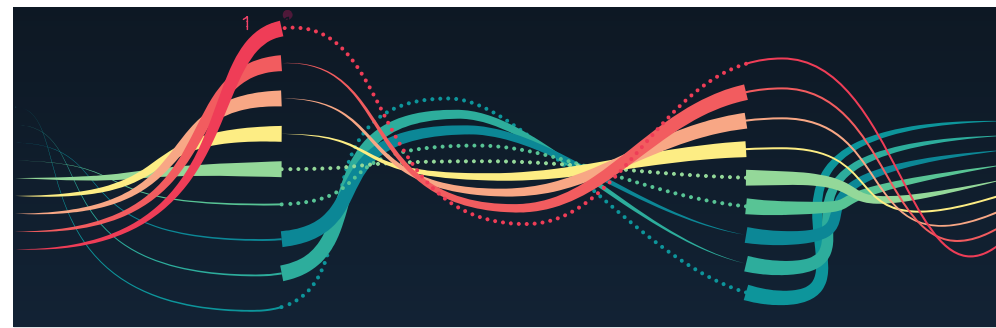
Australian Bureau of Stats: <https://www.abs.gov.au>

Job Outlook: <https://www.joboutlook.gov.au>

NCSEHE equity data: <https://www.ncsehe.edu.au/data>

QILT: <https://www.qilt.edu.au/>





Learning Analytics

About

Learning Futures has collaborated with the Competitive Insights and Analysis Team (CIA) to develop dashboards and Blackboard (Bb) analytics reports for Deans, Deputy Deans, Assoc. Deans Learning & Teaching and Unit Coordinators to promote the rigorous use and accessibility of data, research and good practice to support the development of high quality teaching, learning and curriculum.

Professional Learning

Professional learning sessions to support the analysis of Bb learning analytics, broader data sets/dashboards will continue to be offered throughout 2021. More professional learning opportunities will come on board to support the generation of new data sets/dashboards and qualitative data analysis including peer review.

Information about the Learning Futures Workshop Schedule is available [here](#).

Further Information – access?

For further enquiries about this resource or data driven decision making contact LearningFutures@westernsydney.edu.au

If you are experiencing any technical difficulties accessing the data dashboards, please contact CIA_data@westernsydney.edu.au

Data Dashboards

This resource provides links to a selection of data dashboards and resources to support data driven decision making at unit, course, and institutional level. This is to enable evidence-based curriculum renewal and opportunities for continuous improvement to foster high quality learning and teaching at Western.

To login use your WSU Staff ID number and password.

Unit Level

- [Enrolment Flux](#)
Enrolment patterns within a teaching session
- [Unit Outcomes](#)
Student grade distribution data at a unit level within a teaching session
- [SFU](#)
Student Feedback on Units (SFU) data is available to all staff members at a school level. Deans, Deputy Deans, Assoc. Deans Learning & Teaching, DAPs and selected professional staff also have access to data for individual units.
- [Unit Success Summary / Unit @ a Glance](#)
Provides a full breakdown of student demographics, grade distribution, vUWS and PASS participation at a unit level. De-identified student data allows for further investigation of links between student engagement and outcomes.
- [Learning Analytics](#)
Tools to help analyse student behaviour in the vUWS

Course Level

- [WSU Profile](#)
Key WSU data, including student demographic data by School.
- [Course Demographics](#)
Student demographic data at course level.

[CIA](#)

Student feedback on teaching

Students are asked to evaluate their teachers on the following aspects:

- Encouraging students to participate in learning activities
- Having an effective teaching style
- Being well-prepared
- Being approachable
- Creating a learning environment of fairness and respect
- Providing a variety of perspectives and evidence
- Providing feedback that supports learning
- Overall satisfaction

Students are also asked to comment on the best aspects of the staff member's teaching and areas in need of improvement.



Program Review Dashboard Business - B Business



STUDENT FEEDBACK ON UNITS COURSE SUMMARY

Course Type: Undergraduate | Course School: Business | Course Name: B Business | Unit Set: (All)

Question Summary - Student Feedback on Units

Select a question below for course school summary*

Question Group	#	Question Detail	2019 Undergraduate B Business			2020 Undergraduate B Business		
			% Explicit Agreement	% Broad Agreement	Total Unit Responses	% Explicit Agreement	% Broad Agreement	Total Unit Responses
My learning in this unit was effectively support by	Q1	Learning activities	73.6%	91.9%	6,317	74.3%	93.1%	5,082
	Q2	Learning materials	73.8%	91.5%	6,310	75.4%	93.6%	5,076
	Q3	Assessments	72.1%	90.7%	6,309	74.0%	92.3%	5,062
	Q4	Opportunities to work with other students	75.2%	91.9%	6,313	68.8%	89.3%	5,070
	Q5	Technology	72.5%	93.1%	6,311	72.7%	93.8%	5,069
	Q6	Access to timely help and advice	73.5%	91.2%	6,309	74.7%	91.9%	5,063
	Q7	A reasonable workload relative to other units	72.5%	90.9%	6,299	72.6%	90.7%	5,063
What I learnt in this unit	Q8	Further developed my critical and analytical skills	74.7%	92.5%	6,310	76.3%	93.8%	5,073
	Q9	Included work related knowledge and skills	75.4%	93.0%	6,301	77.6%	94.6%	5,062
Overall	Q10	I was satisfied with the quality of this unit	72.3%	90.0%	6,321	74.0%	91.2%	5,080

*Please note %'s will not show for any courses with less than 5 Unit Responses.

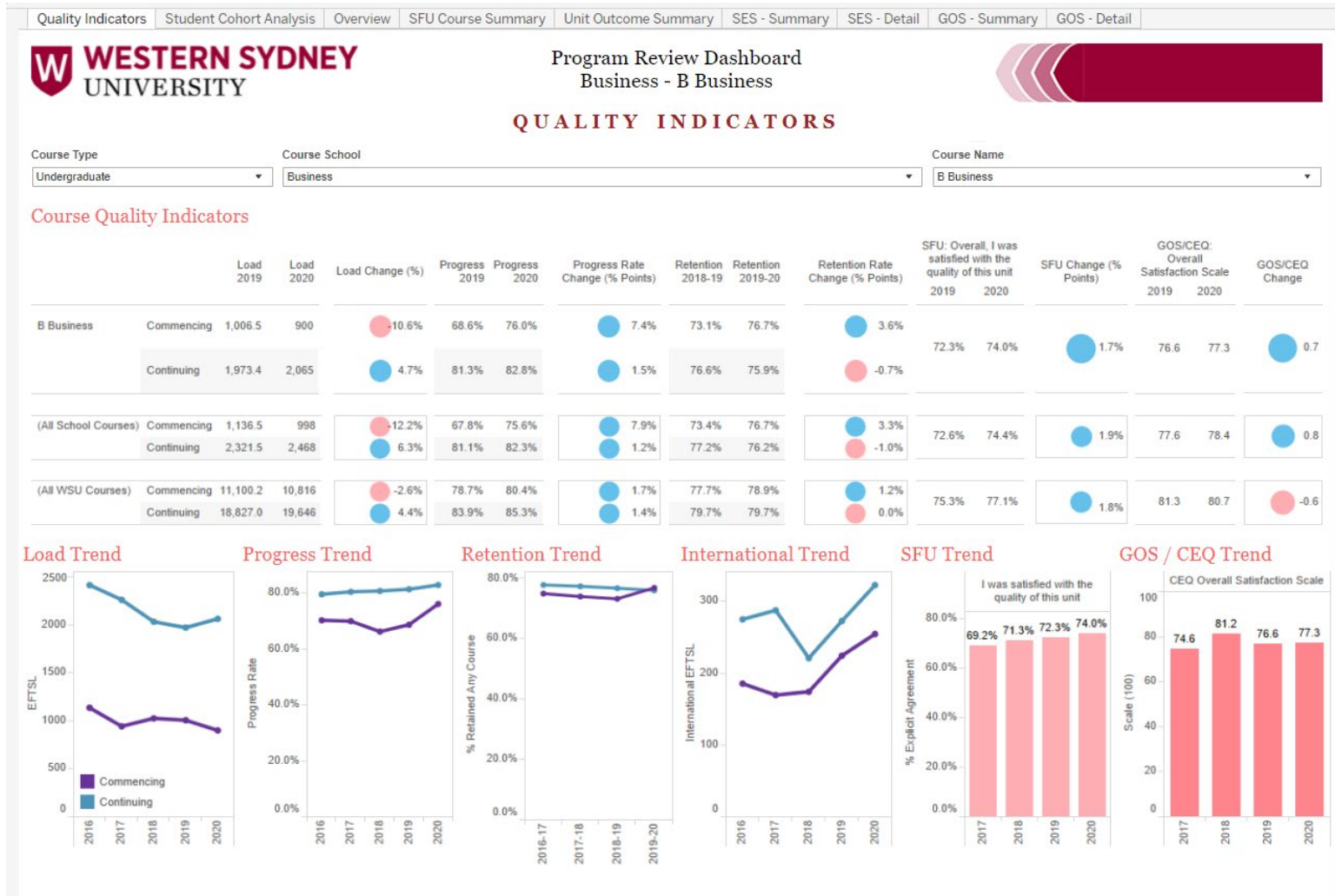
	2020 Explicit Agreement 2019, 2020 % Point Difference
Q1	0.7%
Q2	1.6%
Q3	2.0%
Q4	-6.4%
Q5	0.2%
Q6	1.2%
Q7	0.1%
Q8	1.6%
Q9	2.2%
Q10	1.7%

Question Summary - Course School Totals

Select a question above for course school summary

Quantitative Evidence

student satisfaction is only one dimension





Program Review Dashboard Business



UNIT OUTCOME SUMMARY

Course Type: Course School: Course Name: Year:

In 2020 a Grade Neutral Scheme was introduced and all Fail (F), Unsatisfactory (U) and Compulsory Fail (CF) grades have been or will be converted to 'Withdrawn Without Academic Penalty', caution should be taken in comparing outcomes to previous years' https://www.westernsydney.edu.au/currentstudents/current_students/results/results_faqs

Unit Summary (Select a unit below for further detail)

			2020		
			Fail Rate %	Unit Attempts (Excluding Incomplete)	Unit Attempts - Fail
B Business	Enterprise Law	200909	11.3%	1,456	165
	Enterprise Leadership	200912	12.5%	1,053	132
	Enterprise Innovation And Markets	200911	8.7%	1,476	128
	Financing Enterprises	200910	8.5%	1,194	102
	Statistics For Business	200032	11.9%	810	96
	Managing People At Work	200300	8.9%	438	39
	Corporate Financial Management	200488	10.2%	373	38

Use the below drop-down menus to find and/or filter which units appear in the 'Unit Summary' table.

Unit Code - Unit Name

Unit School

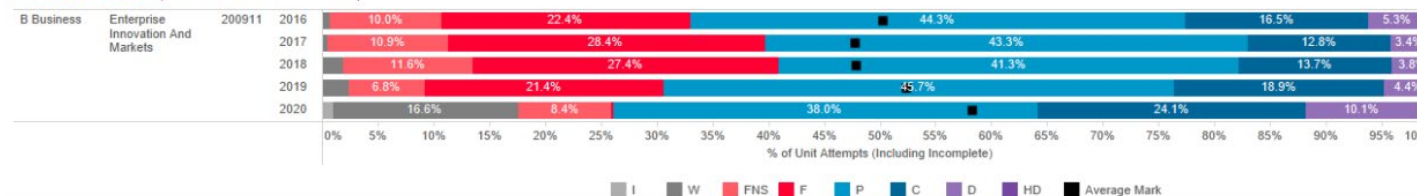
Unit Campus Summary (Select a unit above for further detail)

		2020		
Unit Campus	Fail Rate %	Unit Attempts (Excluding Incomplete)	Unit Attempts - Fail	
Bankstown	11.1%	90	10	
Campbelltown	5.2%	96	5	
Parramatta	0.0%	1	0	
Parramatta City - Macqu...	6.8%	767	52	
Sydney City	11.3%	238	27	
Vietnam	1.1%	92	1	

Teaching Calendar Summary (Select a unit above for further detail)

		2020		
Teaching Calendar Name	Fail Rate %	Unit Attempts (Excluding Incomplete)	Unit Attempts - Fail	
Autumn	6.1%	544	33	
Spring	8.3%	410	34	
Sydney City, Session 1	9.9%	171	17	
Sydney City, Session 3	14.9%	67	10	
Term 1, UEH	1.7%	60	1	
Term 3, UEPH	0.0%	37	0	

Unit Outcomes (Select a unit above for further detail)



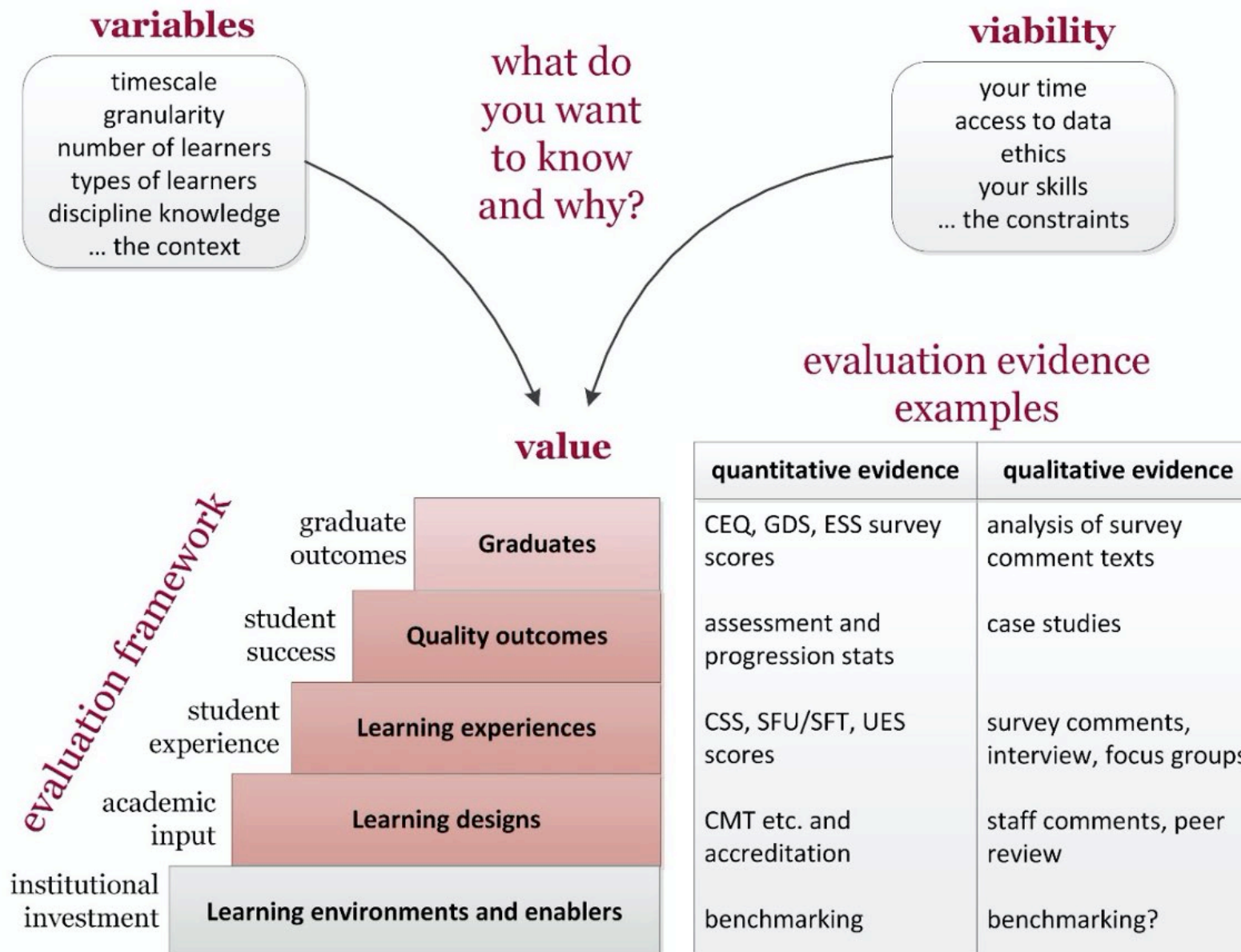
Qualitative Evidence

Narratives about your teaching practice

EXAMPLES:

- Case studies or examples of something specific you observed, changed and improved.
- Narratives about broader observations, experiences, challenges and how you responded.
- References to sharing experiences and good practice with colleagues.
- Scholarly educational practice – ideas you researched in the literature, implemented and evaluated.
- Recognition by the broader teaching community in your discipline – awards, peer reviewed publications etc.

Evidence-based curriculum renewal: using data for evaluation



Breakout room groups (10 mins maximum)

Evidence from your teaching practice

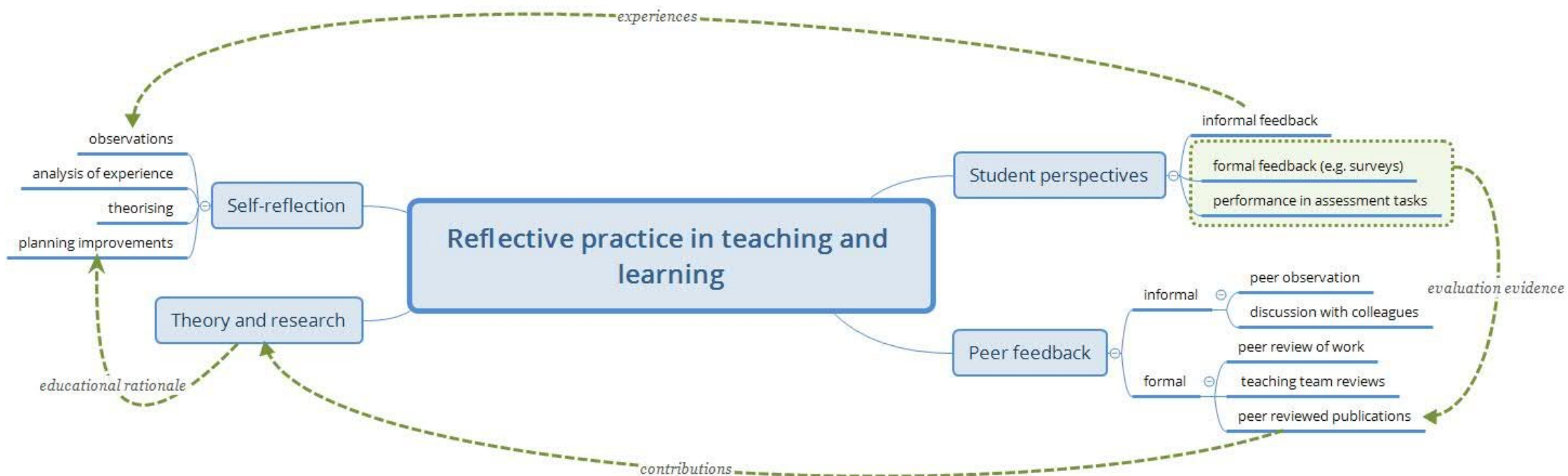
- What evidence would be most useful to gather about your own teaching?
- What questions do you have about how to gather or use this evidence?

Once you have some questions, select one person from your group to collate your questions.

Then to come back into the main Zoom and post your group's questions on the chat.

We may be able to discuss some questions as they come in. But if we run out of time, they can be addressed in resources sent out later.

Evidence sources for reflective practice in teaching



It is now time to move to Stream 2

Check your email inbox/Outlook calendar for the Zoom link to join the session you pre-registered for.

Concurrent session 1:

Teaching Indigenous content: Enhancing confidence

Professor Susan Page

Concurrent session 2:

HyFlex _ flyer.westernsydney.edu.au- Be informed > be prepared

Stephanie Bourke & Rhoda O' Higgins

Concurrent session 3:

Feedback for learning: Managing large classes in limited time

Dr Lisa Milne



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