Enhancing OT Students’ Learning Experience By Connecting the Pieces: A Pilot Study

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I would like to acknowledge the traditional custodians, whose land we are meeting on today, and pay my respects to the elders both past, present and in the future.
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To determine if the implementation of an exemplar marking activity and self assessment enhances the students’ perception of their learning experience in one course.
Method

• Quantitative – comparison of SFTs and SFC from 2010 for course OCC321
• Quantitative – comparison of students self assessment and actual grade
• Qualitative – focus groups to gather student perceptions of their learning experience
OT Graduate – fit for purpose?

Self reflection

? Engage in lifelong learning processes and activities
? Maintain and enhances competence through CPD activities

Professional reasoning

? Incorporates best available research evidence and professional reasoning into practice
? Using knowledge through a scholarly approach

Problem solving

? Creative and critical thinkers
? Generating original ideas and concepts

Self evaluation

? Respects and supports role of significant others
? Empowered to reach full potential
What’s the problem then?

• Assessment indicates a student’s readiness to progress to the ‘next level’

• Students therefore become fixated on the ‘grade’ rather than on the feedback AND rather than on the learning

• Feedback is necessary to change an outcome

  ➢ i.e. help a student improve on their assessment performance, overall learning and subsequently to progress
What can *educators* do to help *students* actively participate in the occupation of learning?

- Promote skills in self reflection rather than relying on others
- Give opportunity to reason using profession specific knowledge
- Encourage problem solving rather than ‘answer giving’
- Reward self evaluation rather than criticism
Course: Psychosocial Issues & Occupational therapy

- Task 1: Formative Week 3- Powerpoint presentation preparation on population issue
- Task 2: Summative Week 8- Evaluation and Analysis of refugee case scenario
- Task 3: Summative Week 13- Powerpoint presentation preparation on individual
Formative Assessment Task

- Assessment criteria aligned with course learning outcomes
- Students prepare a shortened version of the week 13 summative assessment
- Submit early - 3rd week of semester
- Duplicates the summative assessments task but consider community rather than individual issues
This is a well considered submission that is mindful of the audience and setting. You clearly show that you understand the impact that a potential prognosis may have for those with such diagnoses and you use this information to inform the likely psychosocial issues that may arise as a result... I think you have submitted a professional presentation which would be worthy of any real-life in-service training session. As a small suggestion, you should be aware that reading out these notes (which are fabulously accurate) will sound very formal and serious. Maybe you could consider how to make it sound a little more ‘relaxed’ to aid delivery to such a diverse audience? Perhaps I would also suggest that you make the slides a little more captivating for the audience?

Your submission was a mixture of some very good suggestions for OT input on the one hand with a lack of detail and support from the literature in the other hand. Each slides reads almost as a ‘stand alone’ piece which means that for me your presentation lacked coherence. It was a series of correct but basic information all joined together in Powerpoint. I think this is a shame because it means that you did not allow yourself to show me the full extent of your understanding regarding potential prognosis related coronary conditions and how these may or may not inform the psychosocial issues experienced by some. I think that you swing from assuming that the MDT know nothing to assuming they know OT specific things.

I think you have submitted a professional presentation which, with some work, would be worthy of any real-life in-service training session. However, please read my in text comments regarding not repeating the notes if you have presented the details on the slide (it’s boring to hear as an audience and as you will have limited time and number of slides you should be looking to make use of every available opportunity to expand on the content). Use the notes to ‘flesh out’ what it is you want to put across to the audience. Perhaps I would also suggest that you make the slides a little more captivating for the audience? You would do this to not only capture their attention but also to ensure that you do indeed show the OT approach rather than just a generic approach.
Perceptions of Formative Assessment from Focus Groups

I did not see the point in handing it in if we were not getting some sort of a grade.

As it was a formative assessment I did not put a lot of time or effort into it.

I was just thinking...well I do not want feedback on this assignment because this is not the assignment.

...if the formative piece...was like a mini version of what was expected later...and we were given...a grade...that would still have made me put a lot more effort in to it.
Perceptions of Formative Assessment from Focus Groups

I thought ‘oh this is a powerpoint, I am good at powerpoint. This will only take me a day or so to finish.’...I started it 3 weeks early and still only got it done like an hour before it was due. So yeah, it was helpful.

Maybe it’s not on the same topic but I feel like feedback is really good to help you guide your next assignments in a basic way.
Marking Exemplars

1. Provide marking rubrics for the assessment task the exemplars were originally marked against
2. ‘Mark’ pieces individually during a tutorial in weeks 1 and 6
3. In pairs discuss and agree marks against marking rubric
4. Whole group compare and discuss mark – Tutor reveals actual mark exemplars received
   - What they understand from the marking rubrics?
   - Why did they award one grade over another?
   - How did the marking rubrics inform this?
Perceptions of Exemplar Activity from Focus Groups

It might have been more appropriate to use exemplars that are more closely aligned with what you’ve got to produce. [I] understand that kind of gives you time to look at the rubric but it was not a priority or immediate concern at that stage... We were more concerned about upcoming assessments and other things due that week...

the exemplar should be written by the teachers not students
Perceptions of Exemplar Activity from Focus Groups

the exemplar activity was helpful...we did get the exemplar activity earlier but you know, we were more focussed on the assignment that was due that week or the next week, so we didn’t really...peek ahead

It was a really good task...to adjust thinking patterns we have when we do assignments..took the stress levels down...I would not have done as good starting that assignment I don’t think
ReView- aka Feed Forward
short term funding for pilot study by USC OLT

• Each criteria coloured coded using the graduate attributes being addressed in this course
• Students grade themselves against each assessment criteria (aligned to course learning outcomes)
• Marker grades each student using same method, only then do they get to view student’s own self assessment
• Marker then gives feed only where the student and marker marks do not tally- students given targeted feedback
• General feedback at end also given
• Student is able to see the grade (not the specific mark) they have achieved
<table>
<thead>
<tr>
<th>Criterion 1</th>
<th>Understand and apply OT theory to analyse the psychosocial issues identified for those experiencing occupational deprivation and injustice. 30%</th>
<th>Applies knowledge of the given condition to analyse the prognosis. 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 2</td>
<td>Analyse and evaluate the wider, legislative and societal context in relation to the given case scenario. 25%</td>
<td>Identifies and analyses the common occupational performance issues arising from the condition/issues to create an occupational diagnosis. 15%</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Analysis and evaluation of psychosocial enablers and barriers to the uptake of occupation in relation to the given case scenario. 25%</td>
<td>Applies and analyses knowledge of the potential and likely psychosocial issues that may present as a barrier or enabler to occupational therapy intervention in this setting and with the person in the given case scenario. 20%</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Presentation adheres to convention set out in APA 6h edition, uses Australian English and free from grammatical errors. Structure is logical, organised and academically professional in style. Analysis and evaluation are consistent features. 20%</td>
<td>Proposes reasonable and realistic Occupational Therapy intervention choices. 20%</td>
</tr>
<tr>
<td>Criterion 5</td>
<td>Design of hypothetical presentation demonstrates an understanding of the audience receiving it. 15%</td>
<td></td>
</tr>
<tr>
<td>Criterion 6</td>
<td>Presentation adheres to convention set out in APA 6h edition; uses Australian English and free from grammatical errors. Structure is logical, organised and academically professional in style. Analysis and evaluation are consistent features. 20%</td>
<td></td>
</tr>
<tr>
<td>Criterion</td>
<td>Agreed Grade %</td>
<td>Summative 1 N= 31</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>2</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>42%</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>26%</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td></td>
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</tbody>
</table>
Perceptions of ReView from Focus Groups

I marked myself high in everything even if I did not think I was really that high because I wanted the feedback...because if I did mark myself as an HD and she is only marking it as a credit...she is questioning why she is marking it as a credit and she will look more in to it

Positive feedback was nice but its nice to know, obviously you did not get a perfect mark, so what can you do better.
Perceptions of ReView from Focus Groups

I like the idea of getting feedback of where you think you’ve done well and where like the difference between what you’ve thought you’ve done and what the CC perceived you’ve done.

It was kind of too easy to use.

For me it’s a good way for me to let the teachers know I don’t feel like I am doing good at the course...that I can show the teacher exactly where I am at in my head is the biggest thing to me.
Focus Group Interviews

- Carried out by research assistant to avoid coercion
- Run in tutorial time week 13
- Anonymous
- Transcripts reviewed thematically
Themes Arising from Initial Transcript Analysis:

- Learning is best achieved and understood through the allocation of a mark/grade for assessment work.
- Learning is best achieved when tutors give *exact specifications* of what is to be included in assessment work via methods other than the marking rubric.
- Learning is best achieved when tutors *give exact feedback regardless of mark/grade*, including specifics on why they have done well.
- Self directed study can enhance learning experience in this course.
- Learning in OCC321 applies/impacts on practice.
- Aware of expectations of learning requirements from OCC321.
Standard Student Feedback

- End of semester
- Anonymous central collection and collation
- Compare with previous feedback generally (as part on ongoing quality assurance measures)
<table>
<thead>
<tr>
<th></th>
<th>2010 (N=16)</th>
<th></th>
<th></th>
<th>2011 (N=12)</th>
<th></th>
<th></th>
<th>2012 (N=21)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td><strong>The learning and assessment tasks helped me to achieve the learning outcomes.</strong></td>
<td>25%</td>
<td>50%</td>
<td>6%</td>
<td>30%</td>
<td>60%</td>
<td>10%</td>
<td>33%</td>
<td>33%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>The lecturer motivated me to put my best effort into the learning and assessment experience of this course.</strong></td>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td>23%</td>
<td>45%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>The assessment criteria for this course were made clear from the beginning.</strong></td>
<td>31% (Satisfied)</td>
<td>31%</td>
<td>12%</td>
<td>3% (Satisfied)</td>
<td>10%</td>
<td>30%</td>
<td>19%</td>
<td>38%</td>
<td>10%</td>
</tr>
</tbody>
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Final comment...

“I feel much changed...painful, all encompassing...it has beat us up a little bit to make us better professionals. I really think ...I’ve taken a step towards that. Through the pain, discomfort and got out the comfort zone a little.”
Conclusions

• We want graduates who can self-reflect, self-evaluate, problem solve and use professional reasoning.

• We can help them achieve this better (quicker) using assessment strategies at undergraduate level.

• We can assist students but weaning off spoon feeding requests they may make of us.

• A whole of program and/or whole of university approach may be required using a mixture of learning, teaching & assessment strategies – further research at USC.
Bibliography