



University Department Module	Strathclyde Childhood and Primary Studies Various year 1 modules: B.Ed Programme
Overview	<p>The Bachelor of Education (B.Ed.) (Honours) degree is a four year degree in primary education taken by approximately 180 students each year. The degree was revalidated in 2004 to incorporate Personal Development Planning (PDP) as a core component throughout the four years. The purpose of the PDP was to enhance the coherence of the student learning experience by integrating related work from modules across the course. In the revalidated course, PDP involves students keeping a paper-based 'Progress File' to document their achievements and development needs and to reflect across their professional, academic and personal development at University. Progress File activities include keeping records of coursework and assessment; writing a 'reflective log' where students make on-going entries across any topic or event they wish to record and explore (e.g. an experience and what they have learned from it); carrying out an audit of professional or personal skills; the development of action plans and a CV. The Progress File provides an evidence-base that students can draw on for assessment work.</p>
Drivers for change	<p>The following issues were identified during evaluations of the PDP process. Introduction of an e-portfolio was seen as a way of resolving some of these issues:</p> <ul style="list-style-type: none"> • Need for greater PDP support: Students identified a need for further support for their PDP. Given the principles of PDP and the demands on tutor time a redesigned model of support including peer and tutor processes was needed. • PDP engagement with other parts of first year programme: The previous model of integration with the rest of the first year course was that the co-ordinator for PDP identified tasks from other strands of the course (in collaboration with other class leaders) that students might incorporate into their PDP. This model did not require other parts of the course to really engage with the students' PDP. • Need for a platform for students to integrate school experience learning and campus learning: Teacher education students today receive school placement experience at locations throughout across Scotland. A way of supporting students both on and off campus was required. There was also a need to help students make inter-connections between placement learning, PDP, and on-campus learning and between theory and practice. • Limitations of paper-based format: The paper based format was restrictive and difficult to maintain. Although it did allow the student to self-evaluate, it made PDP a lone activity and restricted opportunities for collaborative work and support, and social learning. • Supporting the B Ed vision of teacher for the 21st Century: The B Ed's underpinning vision is to develop teachers who will become "competent and reflective practitioners; flexible; professionals; committed to promote a love of learning; analytical; independent; a team-worker; and innovative", placing importance on independent learning skills, reflection and self evaluation, mutual support, and academic enquiry.
Intervention	<p>This pilot project focuses on first year B.Ed. students, a large class of 179 students. In the first year, PDP has been embedded into all of the modules participating in the programme. The project aimed to use technology to support the Personal Development Planning (PDP) process and to extend this tool across the B.Ed 1 curriculum. The project aimed :</p> <ul style="list-style-type: none"> • To create an on-line format of PDP to facilitate the management and assessment of the process • To integrate PDP more coherently with the rest of the B.Ed Year 1 course • To increase opportunities for peer and self assessment and support across the course
<p style="text-align: center;">PROCESS EMPOWERMENT NICOL'S 7 PRINCIPLES OF GOOD ASSESSMENT DESIGN</p>	<p>Principle 1 (clarify criteria)</p> <p>(1) The project included examples of students receiving their own tutor feedback and viewing feedback to other groups. This helped to clarify expectations of task responses. (2) Some of these tasks contributed to or modelled the summative assessment e.g. Educational Studies, Health.</p> <p>Principle 2 (self-assess, reflect)</p> <p>(1) Tool was used in various modules to support students in self-assessing their own work against University key skills, for example, an early Environmental Studies task helped to embed the key skills in student awareness. (2) Students used self-evaluation to focus their study (e.g. ICT action plan) and their choices of workshops to support learning needs (e.g. SEL- literacy workshops). (3) Tutor feedback was positive about improvements in structure and detail of action plans through using the Pebblepad tool.</p> <p>Principle 3 (tutor feedback)</p> <p>1) Analysis of modules with highest student rating for using tool to impact on their learning, indicated that one factor was tutor feedback. 2) Tutor feedback was employed electronically through using the tool or against paper outputs. 3) Students came to appreciate the personal learning benefits through reading tutor feedback on the work of peers.</p>



ENGAGEMENT	GIBBS & SIMPSON'S 4 CONDITIONS OF TIME & EFFORT ON TASK	Principle 4 (peer feedback)	<ol style="list-style-type: none"> 1) Peer feedback processes embedded part of many tool-supported activities (for example, in an Environmental Studies module students used Pebblepad to complete peer and self-evaluations of a field work project). 2) Evidence of emergence of self-selected peer networks for sharing documents and reflections supported by the tool and requests for feedback independently of set group tasks. 3) Tool supports group working and peer feedback processes for geographically-spread cohort 		
		Principle 5 (motivation)	<ol style="list-style-type: none"> 1) Students reported receiving reassurance and emotional support when working collaboratively using the e-portfolio tool. 2) Student motivation to engage with task was higher where they perceived that the tool was used purposefully to enhance learning in ways that other electronic tools and paper-based work did not meet. 		
		Principle 6 (close feedback loop)	<ol style="list-style-type: none"> 1) The tool was used to provide opportunities for students to receive formative feedback from tutors before progressing to summative assessment .e.g. Environmental Studies, SEL action planning. 		
		Principle 7 (shape teaching)	<ol style="list-style-type: none"> 1) Students were empowered through using the tool for self-evaluation and action planning to identify individual learning needs; SEL organised optional workshops in response to identified literacy skills. 2) Tutors used the student self-evaluation and action planning to teach responsively to individual learning needs. 		
		Condition 1 (in and out of class)	<ol style="list-style-type: none"> 1) Increased opportunity for flexible learning through provisions of access to communications tool (blog) on and off campus 		
		Condition 2 (spread evenly)	<ol style="list-style-type: none"> 1) Tasks were set across all modules of the programme and spread evenly across the year. 2) Students offered a variety of formative and summative tasks. 		
		Condition 3 (deep not surface)			
		Condition 4 (high expectations)			
		OUTCOME		Efficiencies	<ol style="list-style-type: none"> 1) Costs have not been reduced. Sustaining the project will result in new costs to the Faculty of Education (licences at £4 per student per annum, plus support and training costs) but these are being balanced against gains in student learning. Ultimately the intention is to provide significantly enhanced self-reflection and feedback opportunities to students with little or no additional staff time. 2) Students reported efficiency benefits when working collaboratively with peers in off-site locations
				Informal Learning Gains	<ol style="list-style-type: none"> 1) Students reported that the ability to share assets with peers and tutors through Pebblepad had been beneficial to their learning. 2) 35% of the students canvassed also felt that Pebblepad had helped them to make cross-course links. Students reported an enhanced ability to synthesise course learning.
	Formal Learning Gains		<ol style="list-style-type: none"> 1) Analysis of correlation between marks, attendance and use of weblogs is in progress. 		