



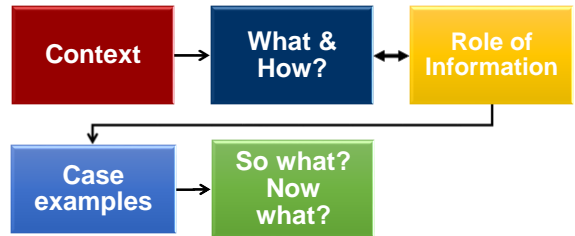
## Making learning and assessment possible in unusual spaces

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and  
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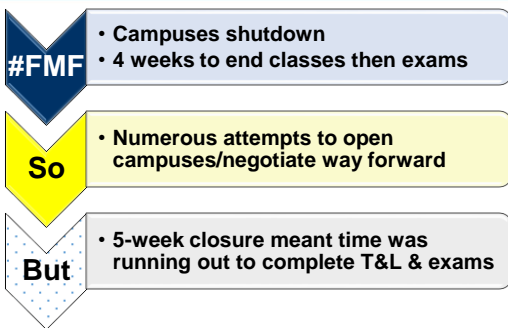
27-29 June 2017



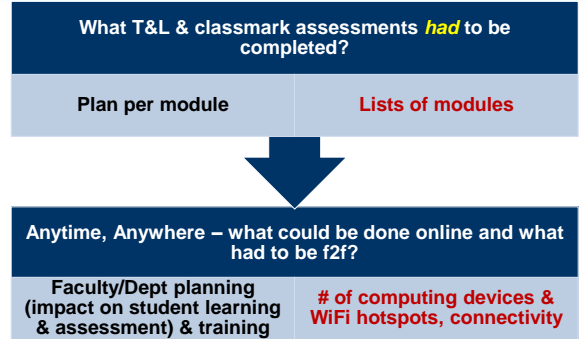
## Story outline



## Challenging Context



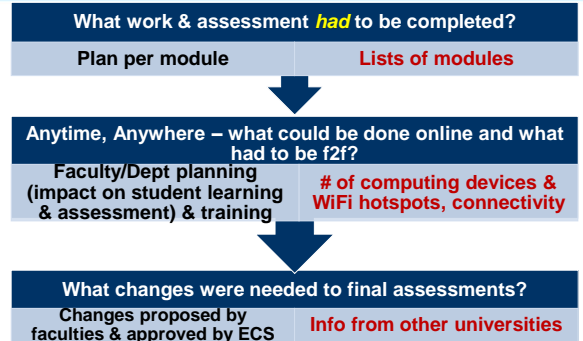
## What to do? And how?



## Map of WiFi hotspots (actual & potential)



## What to do? And how?





## What and how → where?

- **Anywhere** - Teaching happened in the most unusual places across the city – in:
  - church and community halls,
  - coffee shops,
  - sports' clubs
  - homes of lecturers,
  - work settings (a motor car showroom, studios of artists, work spaces of seamstresses),
  - converted hangars,
  - a World Cup Soccer Stadium, ...



## Where? → how?

- Venues were basic and low-tech. So what did lecturers do when there wasn't hi-tech teaching technology in the venue?
  - **PowerPoint & Data projectors – projected onto blank walls or sheets**
  - **Portable whiteboards, flipcharts and plastic sheets “stuck” onto windows**



## Where? → how?

- How do you teach when you have a block of time (2 to 3 hours) to finish the year?
  - **Wide-spread use of “flipped class” approach – students accessed online learning materials & lectures covered key concepts but left much time for questions, clarification, applications, etc.**
  - **Multiple activities (large and small groups in & outside) – moved furniture to suit the activity.**



**Arranged pre- and post-class one-on-one or small group feedback and revision sessions – anywhere**



## Case example – Mechanical Engineering

**Dancing with the system**  
(Wells & McLean, 2013)



## Assessment – unusual spaces and ways

- **Examples:**
  - Most formative assessments online with e-tutors & lecturers available to assist (example of Education)
  - Many modules changed to continuous assessment instead of final exam
  - **Faculty of Education Exam Equivalent Assessment**
  - Some tests, changed to assignments with formative feedback, sessions to discuss drafts etc.
  - **Two second year Physiology modules –**
    - 2015 pass rates: 96,5%      83,3%
    - 2016 pass rates: 97,01%      100%
  - Faculty of Law – fully online approach to complete T&L – used assignments and exams. *Similar distribution of student achievement; success rates on average a bit lower*
  - **Dancing with the system** (Wells & McLean, 2013)



## A puzzle ...

- Why did students turn up in large numbers to some classes/tests/exams and not others?



## A puzzle ...

- Reflecting on this puzzling observation led to an important realisation. Probably more important than trying to make learning happen in unusual spaces, was the reminder that the “heart” that the lecturer brings to their teaching is far more important in connecting emotionally and intellectually with learners than any physical classroom environment.
- Lecturers who are caring, inspirational, and ask questions to which learners must find their own answers, ignite curiosity and creativity in their learners. Such teaching is transformative as it touches the minds and hearts of learners however unusual or hi-tech the classroom is.



## At the Main Stadium venue

- **In 12 T&L days** (09:00 to 16:00)
- 476 T&L hours (conducted by 153 lecturers, TAs & tutors) + 468 hours preparation and support time from the operations team
- In 11 venues (8 “classes” & 3 alcoves)
- >10,000 student entries completed the T&L portion of their modules:
  - 220+ module codes
  - >65 disciplines
- **24 exam days**
  - 31,196 student exam admissions



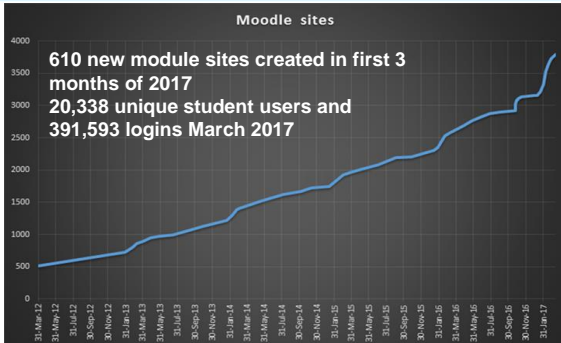
## So what? Student Success and Graduation stats

FACULTY	2017	2016
ARTS	85,66%	85,66%
BUSINESS AND ECONOMIC SC.	78,10%	78,10%
EDUCATION	94,64%	92,46%
ENGINEERING,BUILT ENVIRON & IT	81,03%	80,37%
HEALTH SCIENCES	92,06%	91,58%
LAW	76,56%	74,21%
SCIENCE	78,08%	76,07%
Overall	82,71%	81,60%

6655 students graduated in April 2017 (2016 - 6258)



## So what? Module sites on LMS – growth being sustained



## Now what? Online learning & assessment

- **R5 Moodle** – making site very basic to enhance access if you have little air-time. But what if you don't have a web-enabled phone?
- **Online Exam** (Law) – what do you do when paper-based exam is no longer the norm?
- Learning about **what did not work** (Computer Science) – from statistics & perceptions asking questions to gain deeper understanding:
  - The question is – from what you have learned, what will you do differently now/ next time?



## Now what for the university? Reflecting

- We rediscovered that adversity can unlock innovation (in the sense that staff and students had to do things in new ways)
- It is not only the physical and cyber spaces that can foster innovation as the essential ingredient for transformative teaching is a teacher who cares for, connects with and inspires all learners.
- Importance of working in a social complexity paradigm – dancing with the system
- As data becomes available, go beyond the obvious as this helps with sense-making and lets deeper learning evolve



Enkosi!

Dankie!

Thank you!



## So what? Sam Wells & Josie McLean (2013, p.79)

- —"dancing" with the real complexity of living social systems. This involves exposing mental models to the air [7], letting go of, or —un-learningll, past certainties, so that new possibilities can be explored and new learning undertaken. Those challenges confront everyone involved in the change, and it is no surprise that differences in the willingness to engage and in the rate of adaptive work, reflecting in part the self-preserving response of the established —systemll, will add to the experience of messiness.
- The messiness requires, and is reflected in, our learning to surrender to the unknowable and to work deftly with events as they unfold—allowing the answer to emerge from people representing the system both at any one time and over time. As Meadows describes it, —"It is to let go into Not Knowing (1997)[36].

## Assessment – usual

