Module 2: Enhancing and Evaluating

**Action Research Report**

Exploring self-assessment as a method to accelerate students’ learning using smart phone technology.

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**Exploring self-assessment as a method to accelerate students’ learning using smart phone technology.**

**1. Introduction**Self-assessment as a means of both learning and assessing what has been learned was a new concept for me in education as during my schooling and university years this had yet to be common practice. Initial scepticism about how self-assessment could be undertaken when encountering a very new set of skills was countered through research, peer learning and examination of pedagogic practice: “A book test could never affect my thinking the way self-evaluation has.”(Phillips, 1995, quoted by McVarish, Solloway 2014, p.19).

In McVarish and Solloway’s essay (2014, p.15) they observed that “with self-assessment and self-evaluation as a focal point, students take on more ownership of the learning process”. This is an important mindset to develop as the micro-management of students’ learning currently taking place in many UK schools may lead to difficulties for some in adapting to driving their own learning, which is expected at university level, (LJMU, TLA 2018). From my experience of teaching short units of practical theatre skills, I am very aware that the minimal contact hours spent with students can only provide a beginning to the learning necessary to become truly accomplished in those particular areas and so students will need to develop their own skills for on-going learning and development.

Modularisation of learning in UK universities may lead some students to approach new skill areas with a ‘tick box’ mentality in that once the module has finished they may feel that they have ‘done’ or completed their learning in that subject area. It may be that some subject areas at university can segment aspects of learning in this way but as a professional theatre practitioner I strongly believe that this is not the case for performance skills. Self-assessment then, is an important tool for giving students the skills they need to continue their learning outside of and beyond formal education. “Students in higher education need to have opportunities to develop skills that help them to recognize what they know and what they do not know as adult learners [..] Without these skills, learning stops and students do not become lifelong learners” (McVarish, Milne 2014, p.2).

**2. The Project**Mertler (2016, p.xii) suggests that action research is“a mechanism for engaging educators in reflective practice and customizing professional development opportunities in order to capitalize on the unique interests of [..] educators”.I chose to undertake my action research project with level four applied theatre students in a short sight-reading skills unit, as I had taught this unit for two years previously and had been keen to find ways to maximise the opportunities for learning within the limited time frame.

The unit comprised of eight one-hour weekly sessions, with four small groups of between five and six students. There was no formal assessment in this unit: it was an opportunity to gain new skills which the students would take forward and apply within the main module. There had also previously been no ‘homework’ as such, outside of the sessions, as this only accompanied main modules. In previous years though, I had encouraged students to practice their sight -reading between sessions and those who had done this reported they had found it useful and enjoyable. Building on this success and after a discussion with the Head of Programme, it was agreed that an independent weekly task of no more than fifteen to twenty minutes would be acceptable between sessions. Chickering and Gamson (1987) list “Encourage active learning” as one of their principles for Good Practice in Education. A short self-assessment task would follow this principle and allow a first hand opportunity to put my own learning to the test.

Reflecting on Professor Simon Bates’ Keynote speech for the LJMU Teaching and Learning Conference (2017) I decided to embrace new technologies in my teaching, additionally following the good advice to “keep it simple to begin with”(Pickering, n.d.) through a basic recording task. For the project then, the students, in their own time each week, used their phones to record themselves sight-reading a short piece of text. They then listened back to their recording, assessed what they felt worked well, making brief notes of this and where to improve. The recording and the notes were sent to me each week, to which I had initially planned to listen and respond to individually, on a weekly basis, (K4 Appendix V).

**3. Project Aim and Outcomes**My aim for the project was to explore self-assessment as a method to accelerate students’ learning using smart phone technology, Biggs and Tang (2007, p.187) believe that “making judgements about whether a performance or product meets the given criteria is vital for effective professional action”. My task encouraged this aspect of learning for the students and an analysis of data, feedback and my observations detailed in this project report would then, in turn, improve my teaching through the application of the knowledge gained. As Jean McNiff (2002, p.10) suggests in her basic steps of an action research plan “We modify what we are doing in the light of what we have found, and continue working in this new way”*.* I will share the learning and recommendations generated by the project with my students and teaching colleagues and with a wider audience through college and university networks.

Through the practical application of the research I anticipated two outcomes: 1) the students would be able to demonstrate an ability to critique their sight-reading at a basic level and 2) they would apply this knowledge to their sight-reading practice.

**4. Ethics**Approval for the Action Research Project was sought from the Head of Programme and a written information sheet was provided for the participating student group outlining the project and how the data collected would be gathered and used. We looked though this together at the first session where further clarification was offered when requested. All of the group were willing to participate in the project, giving their formal agreement through signing the permission letter, (Appendix I). All student feedback in this report remains anonymous.

**5. Data Collection Methods
I**n order to assess the learning and outcomes of the project, different methods of data collection were selected which, due to the nature of the project, were largely qualitative. The quantitative primary data that was collected was as follows: the number of students attending sessions; the number of recordings completed and by whom and the number of students writing self-assessment comments. A statistical analysis of this quantitative data showed that of the twenty-three students who took part in the project, almost 70% attended six or seven (out of seven) sessions and almost 74% were able to complete five or more recordings (out of seven). A smaller percentage - 65% - returned feedback comments with their recordings which was the second component of the self assessment task. I feel that this gave me a sufficient sample of work to analyse and reflect upon. It was somewhat frustrating however that only 48% completed both the first and last recording (which was the same piece of text) which I viewed as potentially the most significant marker of change and skills development and therefore a key learning opportunity for the students.

The qualitative data collected was generated by the following methods: (a) an analysis of the students’ reflective comments on their sight-reading recordings (b) a self-assessment grid which was completed at the beginning and end of the teaching unit (Appendix II); (c) a mid-unit questionnaire (Appendix III); (d) an end-of-unit questionnaire (Appendix IV); (e) discussion/semi-structured interview with each small group and (f) an individual feedback session at the end of the unit.

From a number of closed questions in the two questionnaires I was able to draw useful quantitative data, which is discussed in section 8 of this report.

I repeated a data collection method from a previous occasion of teaching this skills unit whereby the students were asked to complete a self-assessment grid assigning a number out of ten (ten being the highest) for each of seven separate skills necessary for good sight reading. These categories were devised by myself. This grid was filled in at the beginning of the first session and then again, during the final session. Unfortunately, although 20 out of 23 students (87%) attended the final session, only 14 (61%) were are able to complete the grid for the second time as the others had forgotten to bring along the original, which was needed to produce the comparative data. I had hoped to receive the missing ones later by email, but unfortunately other projects took over for them and this didn’t happen. It was a useful lesson to me though that to maximise data collection such as this, it needs to be captured in the moment in the session, with more reminders given to achieve this. Still, responses from almost two-thirds of the group, provided enough data to make observations, draw evidence and ultimately learning. It is worth noting that although my grid uses numbers suggesting that it is quantitative data, it is perhaps more qualitative as it is the recorders’ own opinions and judgments and interpretation of the scale, (Walliman, 2011). I would describe the measurements here as ordinal as the students are in a way prioritising according to relative value.

(K5 Appendix 5)

**6. Methodology**

**Analysis of their self-assessment comments**The clearest method to discern the accuracy of the students’ comments was to usemy professional experience and judgement to compare and contrast my evaluation with the students’ own evaluation. In a larger scale project I could also of course, have called upon another professional in my field to corroborate my findings.

**Questionnaires**I chose to use questionnaires to gather specific feedback about the design of the self-assessment task as well as evaluation of the sessions and of their learning as a whole for, as Walliman (2011, p.72) observes, although qualitative data results “cannot be accurately measured and counted.[..]…their richness and subtlety lead to great insights into human society’’.

For the mid-unit questionnaire, although the students filled this in anonymously, I did collect quantitative data in terms of how many sessions they had attended and how many recordings they had completed so far. This was because I wanted to put their responses to their learning in context, for example, if a student felt that no learning had occurred and no tasks had been useful then I might view this differently if I knew that they had attended all four sessions as opposed to only one of the sessions. In retrospect, it be could possible to identify some of the authors of the questionnaires by cross referencing attendance and recordings received with my own register. If the students had realised this at the time, it might have influenced their feedback, knowing that it might not be anonymous.

The end-of-unit questionnaire was not anonymous as I wanted to relate it to their achievements in the self-assessment task and other data collected. I had developed what I felt to be a good, open, trusting relationship with the students, repeatedly encouraging them to be as honest as possible as this would be helpful to my learning in the present case and potentially to the learning of others in future. The students were well aware that any data I chose to share would used anonymously. and that there was to be no formal assessments in this unit.

**Discussion/semi-structured interview group sessions**Walliman (2011, p.99), writes that “While questionnaire surveys are relatively easy to organize they do have certain limitations in the lack of flexibility of response. Interviews are more suitable for questions that require probing to obtain adequate information.” Liz McDowell and Kay Sambell refer to the use of semi-structured interview with students *“adopting a qualitative approach to illuminate and understand the perspective of students”* (In Brown and Glasner 1999, p.72). Responding to this research in the final session of the unit, I chose to discuss the project and the self-assessment tasks with each small group, in a way similar to a semi-structured interview and to make written notes. Although I had individual written feedback from the students’ questionnaires, I felt that an open discussion between the students and myself would bring further points to our collective attention and offer additional reflective learning as the students would be able to hear first hand, the opinions and experiences of their peers.

**Self-assessment Grid**
I had trialled the self assessment grid with my groups last year and had found the results interesting and informative. I made a slight amendment to two of the categories but otherwise they remained the same for this year.

**Individual** **feedback session**Following some amendments to the project which are described in the next section (7b), a fifth method of data collection was added: an individual informal session with each student in order to give comprehensive feedback on recordings and their self-assessment of these.

**Triangulation**By collecting data and feedback about the task from a variety of sources, (known as triangulation), I hoped to ensure a greater reliability in my interpretation of the data, and therefore a more accurate analysis of whether I had succeeded in my aim, achieved the project outcomes and ultimately what I could conclude from this.

(K5 Appendix V)

**7. Project Amendments**Three key amendments were made to the Action Research Proposal before commencement of the project:

1. I selected the piece that the students would sight-read each week rather than asking them to source one. this was because I found it useful to work altogether on this same piece of text in the following week’s session and I also realised there was not enough time for them in their fifteen to twenty minute ‘homework’ slot to do this.
2. I chose not to email weekly feedback in response to the students’ recordings and self-assessment for two reasons. Firstly, I felt that the students should have space to practice their own self-assessments without a constant input from me and secondly, individual feedback at this level from me would be impractical - a minimum of four hours a week (if each response were to take around 10 minutes) which would defeat my aim of a devising a new learning method achievable within a limited time frame.
3. Unfortunately, due to unforeseen circumstances session six had to be cancelled meaning that we only had seven sessions in total for the unit instead of eight. This did not reduce the number of recordings set, but did reduce in-session learning time and created a little confusion as to when recordings were due.

**8. Project Evaluation**

**Aim**Examining the quantitative and qualitative data I can make the following observations. With regard to the overall aim students were asked whether the weekly recording tasks were useful to their learning in this unit (appendix V Part B, Q2.). Of those who responded 89% agreed that it had been useful to their learning. Below are some samples of comments received:

*“I could hear improvement of my voice from week to week.”*

“*Being able to playback my sight reading …was useful because when you are reading, you are in the moment and may not remember areas for improvement so playing the piece back allows you to hear it with a fresh pair of ears!”*

“*It allowed me to assess my work and see my improvements over the seven weeks”.*

*“I have grown in confidence in sight reading.”*

The second part of this question asked whether it had been useful to the students to make reflective comments on their recording. The answers here were more mixed with 31% agreeing that it had been useful: *“the comments I made helped me to see my progress but also see the areas I could still improve on”* ; 44% feeling that it had been partially useful: *“I enjoyed making the comments but sometimes felt I was making the same comments every week”;* and 25% stating that they had not found it useful *“I would have benefitted more from an outsider’s perspective”.*

From an analysis of the responses in the end-of-unit questionnaire and the open discussions I realised that my decision not to give weekly feedback to the students on their reflective comments had, for a number of students, reduced the impact of their learning and possibly also their engagement with the task.

*“…asking a class to record and reflect was useful in improving our skills as it allowed us to see our own improvements as the weeks go on. However…I wasn’t sure if I was correct in my self-corrective comments…further feedback on self-reflective comments may add to development and learning.”*

To rectify this in the short term, I arranged individual feedback sessions after the unit had finished, (see section 6).

**Outcomes**In order to assess whether the students had been able to critique their recordings at a basic level I used my professional experience to compare my reflective comments with their own. However this method of evaluation was partially affected by an unforeseen factor when a number of the students told me that they had made their self-assessment comments without first listening back to their recordings. For me, the latter was a key part of this self-assessment task. For those students who had not listened back to their recordings, I felt that they had reduced the learning opportunity from the task as it is more difficult to accurately judge your skill level when you are reading ‘live’.

Unfortunately, as I discovered this only at the end of the unit I was only able to gather data from eleven of the twenty-three students as to whether they had listened back to any or all of their recordings before making their comments. Of these eleven students, I found that seven (64%) had listened back to all of the recordings and four (36%) had only listened to one or two. This mixture of full and partial completion of the self-assessment task meant that an analysis across the whole cohort of the ability to self-assess accurately was not possible.

My evaluation of the work of those who had fully completed the task revealed that they had made many useful and accurate comments in their self-assessment and had indeed demonstrated their ability to critique their work at a basic level. With the proposed improvements to the task detailed in section 9 (c) and (e), I feel confident that the students’ accuracy and abilities in this area would improve if the task were to be repeated in a future skills unit.

In order to assess whether the second part of the outcomes had been achieved - applying their learning from the task to their sight-reading practice - I analysed the students’ recordings over time, in particular their first and last ones. l observed that the students had all made improvements to varying degrees in their sight-reading. It is impossible to accurately state how much of this improvement was due to the self-assessment task specifically and how much to a combination of this task and the work undertaken together in class sessions so in future I would need to consider a different method of data collection to isolate learning from the task, from learning from the sessions.

The self-assessment grid highlighted how the students themselves viewed their progress in the acquisition of skills for sight-reading. Total scores for all the students across the seven learning categories had improved on average by 17% from the start to the finish of the module. Again learning from all aspects of the unit would have influenced the students scoring and it is difficult to attribute any specific percentage of this learning to the self-assessment task. It was still a useful exercise in self-assessment as analysis of quantitative date reveals that 81% of the students agreed this was the case.

**The Task**Having discovered that there is a ‘loop hole’ in the design of the task which allows the student to appear as if they have completed all aspects of the self-assessment task when they had not, I discussed ways to avoid this with some of the group. The solutions suggested only brought the task back into the session time which for me, became a different exercise. I still cannot find a watertight solution to this but I wouldn’t want to abandon the task entirely as I still believe that even partial completion offers a learning opportunity and (obviously) full completion more. Shirley Jordan notes “although students clearly find self-assessment [..] more personally challenging than conventional forms of assessment, it can be successful from their point of view provided that the rationale for implementing it is clear “ (Jordan 1999). The proposed amendments to the task detailed in the next section, should address partial engagement with the task and encourage a deeper learning approach. A sharing of peer learning from this year’s project will also assist in clarifying the rationale behind this reflective aspect of the task. Examples of feedback from the questionnaires are as follows:

*“Listening to myself is a bit uncomfortable but taught me a lot”.*

*“I think it was important to listen back as it may not sound as good/bad as you thought”.*

*“When listening back I can actually hear what I need to work on. For example, when I am talking it feels at a normal pace but when I listen back I realise it’s actually very fast”.*

**Technical Issues**The use of technology in this project was minimal. Students were required to make use of a mobile phone to record a number of pieces of sight-reading and then email these recordings to me. The majority of the group had no difficulties engaging with the technical aspects of this. Examples of minor difficulties were having to download a new app leading to incompatible files; a stolen phone; the microphone cutting out; short recording time available and being unsure how to email a recording. All of these were resolved largely by the students themselves and I was able to receive and listen to all the recordings that were completed and sent to me. I would have no hesitation repeating this method of capturing the students work in future.

(K3 Appendix V)

**9. Development of the self-assessment task.**

Research and feedback received through discussion and questionnaire analysis has led to me to propose five changes to any future engagement with this sight-reading task.

1. I would reduce the number of recordings from one every week (which became seven in total) to four across the unit, still repeating the first recording at the end. This is because the work load for the students became too much when, later in the term, assessed modules demanded their attention. As Race (Brown & Glasner 1999 p64) notes “Students’ learning becomes driven by assessment and students may only do those things that are assessed”. This impacted on the learning from the final repeat recording of a text which was to be used to compare with their first recording. Improvements in their sight-reading skills over the unit would be most apparent by listening to and making a comparison between these two recordings.
2. Perhaps with fewer recordings to make, students might be encouraged to take time to listen to their recording back before making their assessment of themselves, therefore completing the whole task accurately. One student made an interesting suggestion to stagger the deadlines for sending the recordings and sending the feedback *“that way it would ensure people listened back to their recordings so that they might add applicable feedback to them”.* This is certainly an idea to consider if this task were to be repeated.
3. McDowell and Sambell (Brown & Glasner 1999, p.80) present a number of useful guidelines to maximise the potential of innovative assessment including ‘Consider workload carefully’ (see a) and b) above) and ‘Take steps to maintain motivation’, detailing the importance of ‘interim deadlines, guidance and feedback’. With fewer recordings as part of the task I would reinstate my original plan to give feedback on the students’ recordings as they are received throughout the unit.
4. Prof.Clare Milsom (LJMU’s Teaching and Learning Academy Seminar 2018) suggested that one of the ways to increase student engagement in learning is to consider the emotional connection that students have with their learning, for example, by using their own materials. For one of the recordings then, it may be more productive for the students to select their own piece of text.
5. When making their assessment comments students were asked to say one thing they had done well and one area to improve upon. Some students struggled to identify aspects of sight-reading to comment upon and tended to put general things down and repeat themselves. John Lea (2012, p,6) suggests students are “given opportunities to actively understand assessment criteria”. This task would benefit from a more specific question to which the students could respond. For example, asking students to comment on their attention to the grammar and punctuation. This could then be linked more directly to the work in the sessions where opportunities for good practice could be modelled.

**10. Additional research findings.**

**Previous experience of self-assessment**As the action research project progressed, I became aware that in order to place the findings in a wider context it would be useful to know whether or not the students had undertaken self-assessments tasks previously and if so, whether or not they had found them useful to their learning and indeed enjoyable. To address this, questions were incorporated into the end-of-unit questionnaire. Fourteen out of the sixteen students who responded were familiar with a range of self-assessment methods having explored them in their studies at school or college. Of these 31% had positive experiences.

 *“[my learning improved] as you got to see different peoples approaches to the same task”.*

A smaller portion, 25%, had negative experiences:

*“I would never know where to start as I am not a teacher and was not aware of the marking criteria”.*

The largest portion of students, 44%, reported having both positive and negative feelings about the impact of self-assessments on their learning at school or college:

 *“A bit of both really, I think yes because you become used to reflecting on your self for improvement and this skill can be applied to many different experiences- not just in education. Also yes, because I think it’s good be able to critique yourself based on what others may see. I think a little bit no (and this is going back to school etc.) because it’s very easy to put too much pressure on yourself to do better each time and this would then hinder my performance because I didn’t think what I was producing was good enough - I hadn’t hit those personal goals I thought tutors were expecting of me”.*

*“I do not think it helped with my learning if it was for a piece of written work as I was usually just doing it to please my teacher and not myself. If it was self-assessment on a marked performance, I found it very helpful to identify where I can improve my performance skills”.*

The comment above regarding writing for the sake of pleasing the teacher was made by over a third over those who responded, which I found very surprising as it was not something I have considered before. One student reported doing this on one or two occasions for the self-assessment task in this project. This confirmed for me the need for students to take ownership of and drive their own learning, as highlighted in the introduction to this report. This is something I am currently striving to find new ways to address in my teaching.

**Emotional response to completing the self-assessment grid**Although this action research project is not specifically looking at emotional engagement, students were asked how they felt about completing the self assessment grid at the *beginning* of this unit in the end-of-unit questionnaire.

A quarter (25%) reported feeling comfortable with the task using words such as ‘*okay*’, ‘*confiden*t’, *‘I didn’t mind’*. Just under a third (31%) were less so, commenting that they found it *‘difficult’*, *‘a bit uncomfortable’* and that *‘scoring myself seemed daunting’*, *‘I didn’t really enjoy rating myself as I didn’t want to be too confident nor not confident enough’.*

These responses are reflected in Bryan’s essay in Lea (2015): “Assessment is an emotive business and feelings of anxiety allied to self-esteem and feelings of ‘not being good enough’ are common to us all. When discussed and shared openly and honestly, thereby becoming normalised, these negative emotions lose some of their hold and may be considerably reduced.”

The largest percentage of the group (44%) had mixed feelings about the task which were largely ascribed to confusion as to what was being asked of them and/or, with little experience of sight reading previously, where to pitch themselves on the scale.

Understanding the categories and the purpose of the grid as a comparative tool became much clearer on completion of the unit by which time the percentages had altered considerably with 81% citing that they had found completing the grid useful to their learning, (as described in section 8).

**11. Conclusion.**

This action research project has provided an extremely useful method of investigating a new teaching and learning method of my devising. From my analysis of the written feedback and statistical data (section 7), I conclude that the self-assessment task combined with the use of mobile phone technology has had a positive impact on the students’ learning. An additional requirement was to ensure that the task could be achieved within the time available. This aspect proved more challenging and so I have made recommendations on how to address this for future engagement with this learning method. Evaluation of the project has shown that the students achieved a good degree of success in being able to critique their sight-reading (outcome 1) and were able to apply this learning this to their ongoing sight-reading tasks, (outcome 2).

My own understanding of teaching and learning through self-assessment has increased through the practical exploration that took place in this project and through studying the theoretical and pedagogical principles underlying it, (V3 Appendix V). The honest and comprehensive feedback given by the students participating in this project has been invaluable to my learning, leading me to identify several ways to increase learning and to give better support to students in a process such as this (section 8).

The project has also drawn my attention to other factors which may influence an individual’s engagement with a self-assessment process. These include previous experience of self-assessment and their emotional response to self-assessment. Had I captured this feedback before beginning the project I would have reflected on this together with the students and sought collective solutions to the issues raised. This would then have informed and assisted my devising of the self-assessment task and, hopefully, the students in their approach to it too. This experience has made me reflect how important it is to look at factors outside of the central aim which may affect data, analysis and ultimately learning.

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**APPENDIX I**

Dear Student,

I am currently studying for a qualification\* that requires me to carry out some research into an aspect of teaching. The aspect that I am particularly interested in, is the area of student self-assessment. I would like to explore to what extent this can facilitate students’ learning through a short weekly task undertaken out of class time. Through the research I hope to discover if this task has been a useful addition to learning and feedback taking place within the class.

Your feedback on the task will be crucial and so I would be very grateful if you would allow me to gather verbal and written feedback from you over the weeks and if you would also complete a simple self-evaluation chart and questionnaire too.

Your responses will always be gathered anonymously and comments will never be attributable to any student by name. The only reference point will be that the project has been undertaken at LIPA in 2018 with Applied Theatre and Community Drama students.

All feedback, responses and comments are outside of any other LIPA feedback systems and are not linked to any aspect of assessment at LIPA. Your participation in this study is purely voluntary but your input will really help to inform my teaching and hopefully improve your learning in future years. If you would like to see a copy of the results, please do get in touch with me.

Signing of this letter means that you have given me permission to use your (anonymous) feedback, responses and comments.

Name…………………………………………………………………………………………………………………………………….

Signed…………………………………………………………………………………………………………………………………….

Date……………………………………………………………………………………………………………………………………….

If you require further information about the survey or my project, please do contact me. I do hope you are able to take part in my study.

Thank you.

**APPENDIX II**

|  |  |  |
| --- | --- | --- |
|  | Start of ModuleMark out of 10 | End of ModuleMark out of 10 |
| Understanding the piece, painting the picture |  |  |
| Grammar and punctuation |  |  |
| Voice – articulation and projection |  |  |
| Voice – dynamic, expressions, character |  |  |
| Reading ahead |  |  |
| Looking up from the text, sharing with the audience |  |  |
| Confidence |  |  |

Action Research Project

Sight-Reading Self Assessment Grid 2018

 Name:

 Any Additional Comments:

**APPENDIX III**

SIGHT READING 2018

Midway Feedback (after four sessions)

CLASS SESSIONS

1. How many of the four class sessions have you attended (including today which is the fourth session)?

2. Can you describe what you have learned so far within the class sessions, with regard to sight reading?

3. How many of the three voice recordings have you completed (Animal Farm, The House at Pooh Corner, Oliver Twist)?

4. Has undertaking the voice recording tasks helped you in your learning in this unit so far?

If it has, can you please identify more specifically what you have learned by making these recordings, and by listening and commenting upon them?

Thank you

**APPENDIX IV**

SIGHT READING 2018

End-of-Unit Feedback

**PART A**

1. Have you had any experience of self assessment before?

If the answer to the above is ‘no’ the please move on to question 2.

If the answer to the above is ‘yes’ please could you answer a) and b) below.

a) Can you describe what form this has taken? For example, being asked to comment on your essay in a one-to-one tutorial with a tutor.

b) Did you find the tasks you have described above added to or improved your learning?

If ‘yes’ please explain your reasons below.

If ‘no’ please explain your reasons below.

2. How did you feel about completing the self assessment grid at the beginning of this Unit?

3. Have you found completing the self-assessment grid and reflecting upon it useful to your learning in this Unit?

If ‘yes’ please explain your reasons below.

If ‘no’ please explain your reasons below.

**PART B**

1.Did you have any technical difficulties making the recordings? If so, please can you explain if or how you overcame them?

2. Please describe below whether or not you have found the weekly recording tasks useful to your learning in this Unit? Please include reflection on the part of this task which asked you to make a few short comments after you had listened to your recording.

**APPENDIX IV Continued.**

**PART C**.

1. What did you learn about the skills needed for good sight reading during this Unit?

2. Reflecting on your attendance of and participation in the group sessions and the number of recording tasks you completed, what did you discover about your own attitude to learning in this Unit?

3. Any additional thoughts or comments you would like to make about the teaching and learning in thus Unit?

Name:

Thank you

**PGCLTHE COURSE REQUIREMENT Self-Assessment Grid**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Areas of activity, knowledge & values embedded in the learning outcomes for both modules 1 and 2** | 0 | 1 | 2 | 3 | 4 |
| **Areas of Activity** |  |  |  |  |  |
| A1 Design and plan learning activities and/or programmes of study |  |  |  |  | xx |
| A2 Teach and/or support learning |  |  |  |  | xx |
| A3 Assess and give feedback to learners |  |  |  |  | xx |
| A4 Develop effective learning environments and approaches to student support and guidance |  |  |  |  | xx |
| A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |  | x |  |  | x |
| **Core Knowledge** |  |  |  |  |  |
| K1 The subject material |  |  |  |  | xx |
| K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme |  |  |  | x | x |
| K3 How students learn, both generally and within their subject/disciplinary area(s) |  |  | x | x | Y |
| K4 The use and value of appropriate learning technologies |  |  | x | x | Y |
| K5 Methods for evaluating the effectiveness of teaching |  |  | x | x | Y |
| K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |  | x |  |  | x |
| **Professional Values** |  |  |  |  |  |
| V1 Respect individual learners anddiverse learning communities |  |  |  |  | xx |
| V2 Promote participation in higher education and equality of opportunity for learners |  |  | x | x |  |
| V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |  | x |  | x | **Y** |
| V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice |  |  |  | x | x |
| When you **complete** Module **1 Reflecting on Theory and Practice**, tick or cross the appropriate column in the same way. You should now be scoring 3s and 4s and provide evidence for this in your Reflective Statement 2 (2000 – 2,500 words). |  |  |  |  |  |
| 1. Critically analyse and evaluate their own practice in relation to contemporary pedagogical theory
 |  |  |  |  | Y |
| 1. Apply theoretical principles to the development of course design, project planning and assessment
 |  |  |  |  | Y |
| 1. Reflect on their practice to identify scope for enhancement within the broader context of contemporary pedagogic research
 |  |  |  |  | Y |
| 1. Use their knowledge of how students learn to inform theoretical debate and approaches to practice-based problems
 |  |  |  |  | Y |
| When you **complete** **Unit 2 Evaluation and Enhancement,** please check that ALL areas are now ticked in the appropriate column including any further evidence provided in your Action Research Report (summative assessment 5000 words). |  |  |  |  |  |
| 1. Make a presentation to peers in a professional context
2. Conduct a small-scale action research project within a particular sphere of professional practice
 |  |  |  |  | YY |
| 1. Evaluate the outcomes of your project according to appropriate theoretical principles.
 |  |  |  |  | Y |
| 1. Relate the outcomes of your project to contemporary pedagogic research and principles to inform your current and potential professional responsibilities.
 |  |  |  |  | Y |

This is my final completion of this self-assessment grid. The black crosses indicate my level at the beginning of Module 1. The red crosses indicate my level at the end of Module 1.

The red letter Y indicates my level at the completion of this module.

There are a number of entries which have been specifically addressed in this Action Research Project and these have been noted through the report thus: K3, K4, K5, V3. When placed at the end of a section they represent learning and experience gained from that entire section.