



THE CARRICK INSTITUTE
FOR LEARNING AND TEACHING
IN HIGHER EDUCATION LTD



Leadership and Assessment: Strengthening the Nexus Summary Report June 2007

1. Action Research Enablers

1.1 LEAP Forum

This month's forum was less formal as the AREs from chiropractic could not attend due to marking (assessment) demands. The smaller forum, held on Wednesday, 20th June, was used as an opportunity to discuss critical incidents in preparation for the Carrick leadership workshop at the end of the month.

To support AREs' participation in the workshop, literature on the Critical Incident exercise was distributed:

Brookfield, S.D. (1987). Critical Incident Exercises. *Developing critical thinkers. Challenging adults to explore alternative ways of thinking and acting*. San Francisco: Jossey-Bass, 97.

Brookfield, S.D. (1995). Chapter Six. Understanding classroom dynamics. The Critical Incident Questionnaire. In *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass, 114-139.

Brookfield, S.D. (1995). Ideology Critique. In *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass, 87-88.

1.2 Reflection Sessions

The monthly supported reflection session resumed:

Chiropractic – (RB & SV) 12th June, 2007

Computing – (SC) Tuesday, 12th June, 2007

Law - (PW) Wednesday, 20th June, 2007

1.3 Participation in Carrick “Capacity in Leadership” Workshop

All AREs and the project leader attended and participated in the workshop conducted over two days (Thursday, 28th June – Friday, 29th June) and facilitated by CADAD, ANU.

1.4 The Assessment Profile

Computing are about to embark upon meeting with unit co-ordinators so as to gain further knowledge about assessment (and aligned curriculum) practice within their department.

Overall, the project is several months behind the original timeframe, due to the delay in gaining ethic approval for step 2, ARE's workload (which could not be bought out) and OSP.

Interestingly, **spin-off projects** have begun to evolve, such as computing's weekly assessment meetings as a planning strategy for semester 2 units.

2. Project Dissemination

2.1 AARE

Sharon and Marina attended the Focus conference (Wednesday, 13th – Thursday, 14th June), presenting their paper *Building capacity for sustainable leadership in higher education assessment* on the Thursday. Consequently, the paper was submitted for refereeing.

2.2 ISSOTL

All presenters for the panel presentation met for a preplanning session on Monday, 4th June to develop a structure for the presentation. The panel session was titled **Pathways to strengthening the nexus between leadership and assessment**. Sharon and Marina presented on **Action Research supporting the integration of leadership and assessment**; Penelope on **Leading departments on the pathway to effective assessment practice – A case study by a leader**, and Robyn and Subra on **Leading departments on the pathway to effective assessment practice – A case study of a collegial approach**. The presentation was well received with at least 24 participants and the panel members were pleased with the success of their activities to engage participants. Indeed, praise was received at the end of the workshop along the lines of “ what an excellent role model of SOTL, the presentation and the activities were vibrant” (!!)

2.3 Steering Committee

Minute of the steering committee meeting (Wednesday, 23rd May) were emailed out on Thursday, 7th June.

Project outcomes

AREs continue to work within Phase 1 – 1.3 of *action and observation* as they commence Step 2 of the assessment profile. Project delays (mentioned earlier as delay in ethics' approval for step 2– e.g. current ethic's committee capacity is 17% EFT, inability to buy-out of teaching, and OSP) mean that Stage 1 of the project is behind schedule, However, it is planned to commence the Stage 2 roll-out regardless of whether Stage 1 is “complete”.