

# Evidence-based Transformation of Curriculum: a Research and Evaluation Framework



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# Presentation Outline

## Background

## Curriculum Evaluation Research Framework

Phase 1 – developing the framework

Phase 2 – institutional dissemination and refinement

Phase 3 – national dissemination and OER focus

## Conclusions

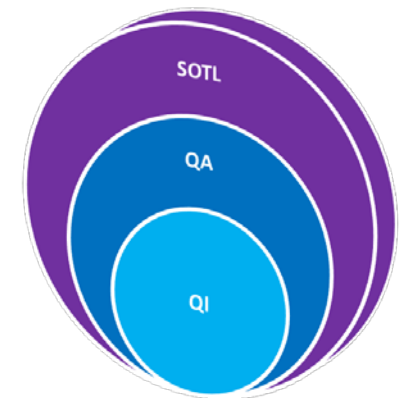
# Background

## Higher Education Standards Framework

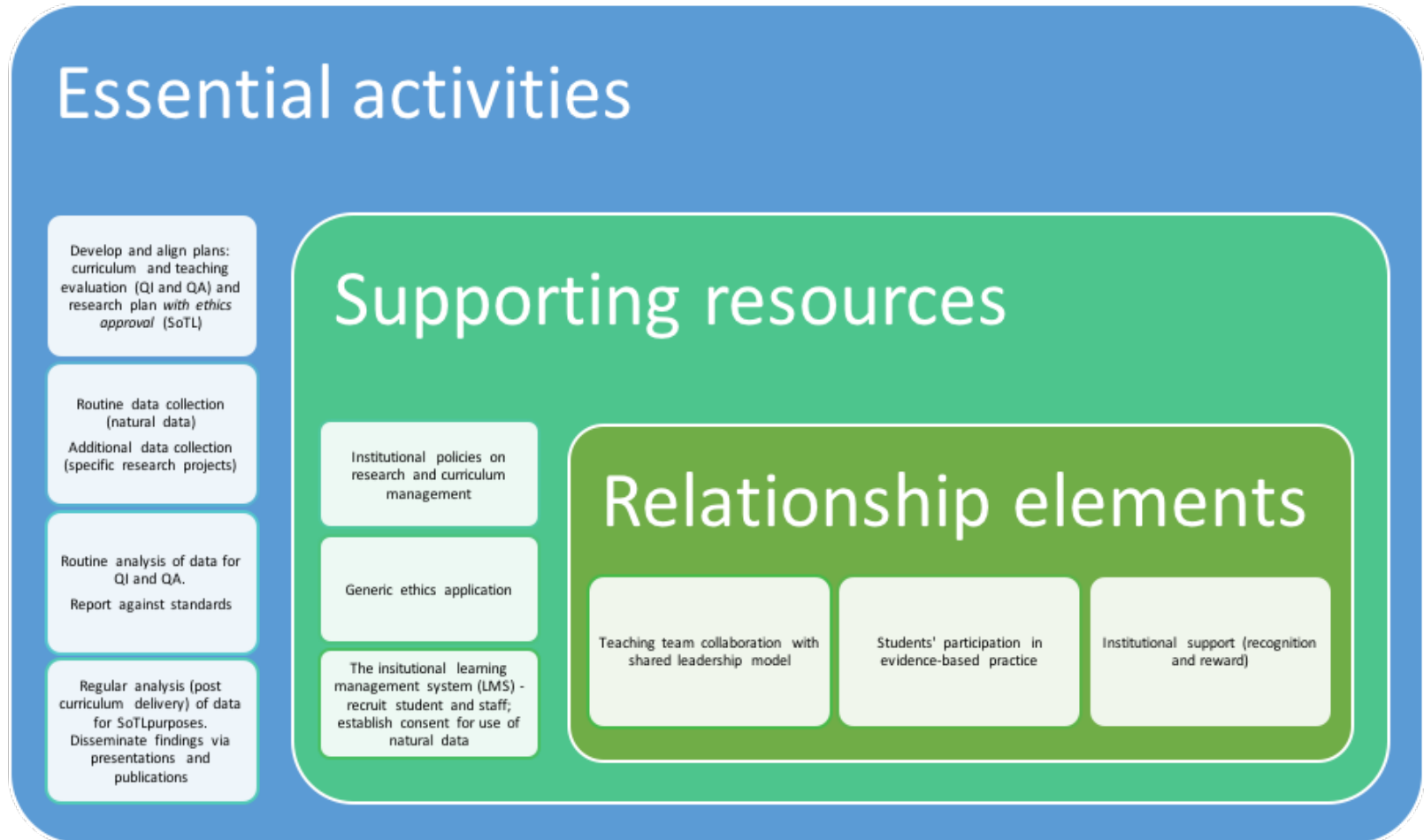
- Driver for continuous evaluation and curriculum transformation
- CER framework as a solution
- Embedding educational research into teaching practice

## Quality management

- Course focus
- Three orientations to evidence-based curriculum design and delivery
- QI, QA and SoTL

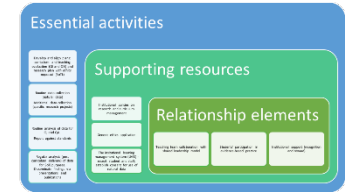


# Curriculum Evaluation Research Framework



# Vision

High quality curriculum that is transformative



The CER framework incorporates key elements that facilitate achieving the vision:

- collaborative teaching culture;
- shared understanding and goal-directed activities aligned to achieving high quality curricula;
- evidence-based decisions for quality improvement, facilitated by collection of a wide range of data available for analysis;
- planned curriculum review and benchmarking against standards;
- ability to demonstrate impacts on student learning outcomes and experiences.

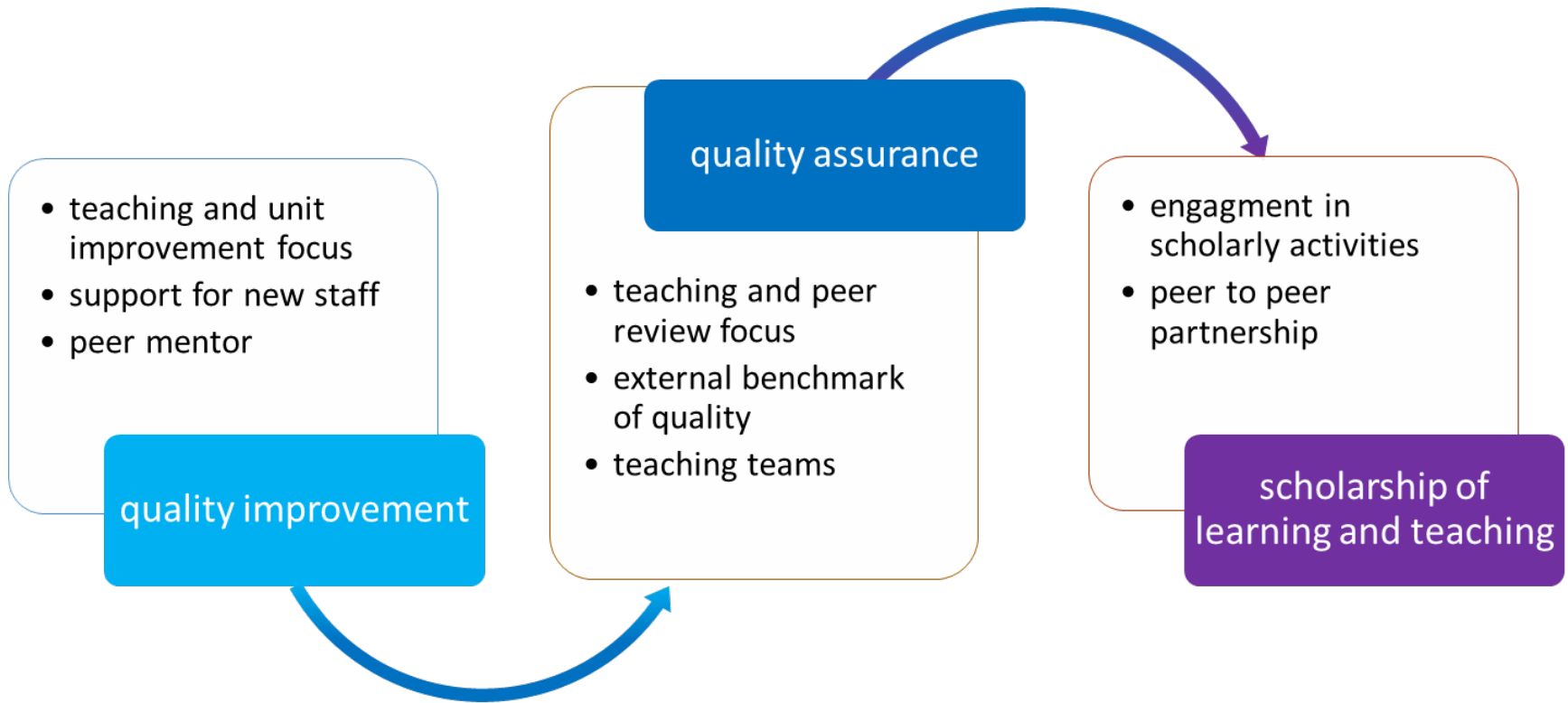
# CER Framework: Phase 1

## Guiding Concepts

- Life cycle of curricula (Phillips et al 2012)
- Different orientations towards measuring outcomes, impact and effectiveness
- Collecting data once for multiple purposes (interconnectedness and nesting for leveraging)
- Collegiality and shared leadership *in the context of a teaching team*
- Alignment of curriculum evaluation plan and research plan



# CER Framework: Phase 1



# CER Framework: Phase 1

## Outcomes and further work

- Three cases underpinning design
- Conceptualisation
- Iterative cycles: review and refine
- Resource development

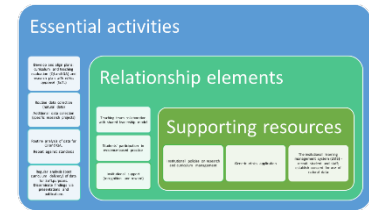




# CER Framework: Phase 1

Review Focus	Activity and Review Outcomes		
CASE Instance	CASE 1 - module	CASE 2 - course	CASE 3 - MOOC
Research aims	Validation of research aims	Validation of research aims	Validation of research aims
Data Types	Student natural data (qualitative), grade and demographic (quantitative)		
Recruit and Consent	Paper based invitation and consent	Online invitation and consent via Research Room	Online consent via entry invitation
Data Management	Independent third party; Paper-based data transcribed	Recommend digital data where possible; Independent 3 <sup>rd</sup> party	Data analytics
Research Plan Management	Evaluation research committee; Data management protocols in ethics application	Adopt institutional policy and procedures for ethical conduct of research	
2012-2015 Evidence: publications, awards	Institutional program award; Peer reviewed publications	Joint iAward; Institutional program citation; Peer reviewed publications	Joint iAward; Institutional program citation; Peer reviewed publications

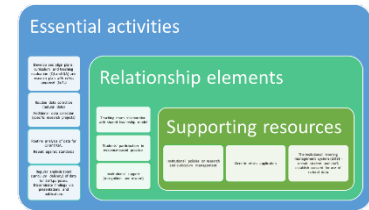
# CER Framework: Phase 2



## Transition from hands-on iterative design to generalisation

- Refining supporting resources
  - Ethics
- Growing body of evidence of value and impact
  - Scholarly outputs
  - Grant funding
  - Awards

# CER Framework: Phase 2



## Attention on impact and effectiveness of CER Framework:

- **Frame** academic development and professionalisation as a valued process that is a necessary element of curriculum quality assurance and transformation;
- **Present** the CER framework as an effective, collegial solution to issues that academics report as affecting curriculum quality (including workload, time and casualisation of the academic workforce);
- **Share** practical resources and facilitate the process of contextualisation and application;
- **Invite** collaboration in further developing and disseminating the CER framework.

# CER Framework: Phase 3

## **Expanding the context, building a national conversation:**

- National conference and invited presentations
- The underpinning philosophy of the CER framework design is collegiality and shared leadership – this applies to our approach to disseminating the framework.
- Documenting barriers to uptake and opportunities for embedding ongoing

# CER Framework: Phase 3



*“[It is] a model of building scholarship on a foundation of compliance and quality improvement ... the resources and processes that you have developed over time, has meant that we are able to get a framework in place here very quickly ... [your] open[ess] in sharing the developmental journey, meant that you were able to answer our questions authoritatively, with a high degree of contextual understanding, and your responses offered much more than our sometimes naïve questions asked ... your willingness to collaborate with us as a non-university HE provider was refreshing ... It is a significant efficiency for the sector” (Personal Communication, 31/1/2017).*

# Conclusions



**The CER framework is designed to:**

- be grounded in the natural data of design, development and delivery,
- be informed by literature,
- be enacted by relevant parties (teaching team),
- meet HES Framework requirements,
- provide evidence usable for QI, QA, and data usable for SoTL.

# Thank You

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