Citation for Outstanding Contribution to Student Learning 2008: Dr Angela Hill (JCU)

For redesign of curriculum to incorporate work-integrated learning and authentic assessment, reflecting a command of the field of teacher education, and inspiring students' learning.

Overview

The nomination showcases my sustained effort as a teacher educator to redesign cumculum and assessment practices within a School of Education. The reforms I have implemented are based on deep engagement and involvement with education professionals and industry representatives in our region developed in my numerous research projects and community work - all focused on improving outcomes for disadvantaged students. Our community faces rapid industrial expansion and an associated skill shortage, low student retention rates to Year 12 and a high proportion of Indigenous students many of whom are currently underachieving. Our teacher education students are mostly local residents and clearly aspire to improve the educational outcomes of the region. Many students are the fust in their families to complete tertiary studies. With strong links to the region I am enabled to successfully address one of the major issues confronting teacher educators -the link between theory and practice. As is acknowledged in the 2007

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recognise the professional relevance of the content and engage it with purpose and enthusiasm. I have developed ways to actively engage with the totality of the teacher education experience. This is evidenced for example in Student Feedback on Teaching (SFT) where 88% of students noted that "the links developed between theory and practice were" 'more than acceptable' (35%) or 'outstanding' (53%) and also in formal comments in student feedback below.

Finally, the School ofEducation had someone (Angela) offer learning in a PD subject that was
relevant and linked to the professional experience,
The connections made explicit between this subject and our teachingpractices

Learning experiences were challenging, interesting and relevant

Ifeel that after completing this subject I have a strong understanding of current education
trends and their implications. I also feel more able to succeed in prac and myfirst teaching
position based on the work covered in this subject.

This subject was of the most benefit and relevance to me. $1 had to choose only one education
core subject to do this would be it.
The second research kamework prioritised in my curriculum design involves the explicit linking and aligning of learning outcomes, university-based activities, and school-based (practicum) activities with assessment practices. For students, this alignment focus has been transformative. At least 80% of respondents using the Student Feedback System (SFS) over the last three years rating the 'organisation and structure of the subject' as 'more than acceptable' or 'outstanding'.

Examples of typical student comments found in SFS over the last three years in relation to the structure and alignment of the subject include the following.

Lectures and workshops were very focussed and organised with a view to success in assessment

Angela set a great assessment taskand constantly linked this to lectures, tutorials.

Dr Hill's dedication to not only helping the students achieve the aims assessment

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As further evidence of the impact on student learning, SFS from 2005-2007 as outlined in Table 1, where I was the sole staff member involved in subject delivery, reveals outstandig levels of satisfaction with the learning experience offered.

Table I Average indicators of student sati$action with the learning experience (2005-2007)
as indicated on 1-5 scale

Year

Question 2005 2006 2007

Quality of the learning experience 4.3 4.4 4.3

The interest level generated by this subject 4 4.3 4.5

The level to which we accomplished the aims of the subject 4.2 4.3 4.2

Student confidence in the relevance of their learning experience is also indicated in the following SFS comments:

Ifeel that after completing this subject I have a strong understanding of current education
trends and their implications. I also feel more able to succeed in prac and my first teaching position based on the work covered in this subject.
Angela Hill has not only displayed her strong interest in education, but she has displayed her up-to-date skills. Many lecturers have not kept in touch with the classroom and therefore their teaching is irrelevant, whilst Angela's is extremely relevant
For the first time, a lecturer has modelled. Instead of the approach 'do as I say and not as I do' this person has ensured that she has identified teaching or behaviour management approach as she would expect us to do in a classroom. Furthermore, this person has listened to what the students have had to say and adjusted lectures/tut to meet the needs of the students. I aspire to
be like thisperson.
Ifeel this subject has contributed the most to my development as a teacher.

Criterion 3: Approaches to assessment, feedback and learning support
that foster independent learning.

Design of integrated and highly relevant assessment tasks

A focus on the design of relevant and authentic assessment has proven to be a further catalyst for enhancing student learning, in particular the development of portfolio assessment. As is promoted in the JCU Strategic Intent document (ZOOS), I wc3Mld awith

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The period from 2006-2008 is marked by a significant shift to 'professional standards' across the teaching profession globally, a move that the profession hopes will promote independence in professional learning. Closely following this development, I have worked to visibly incorporate 'professional standards' within assessment criteria. Simultaneous to the introduction of the revised Queensland College of Teachers' Professional Standards (2006) I undertook a complete redesign of assessment criteria to ensure explicit links to the professions' newly articulated requirements. Mrs Helen Moms, Regional Principal, (Queensland Curriculum, Assessment and Reporting) Education Queensland completed a peer review of my subject design in early 2008, and commended its contemporary relevance and authenticity, and the possibilities of the task promoting independent learning and self-reflection.

The Portfolio Task demonstrates extensive insight into the importance of grounding assessment in authentic contexts (in this case the core teaching work undertaken by pre-service teachers while engaging in practicum) and developing the professional practices of beginning teachers through critical reflection linked to professional research andfindings. [....]The emphasis on critical
reflection in the course and related assessment tasks mirrors an international commitment of
education authorities to ongoingprofessional learning of teachers. Assessment criteria associated
with this course elaborate rigorous standards against which course participants can evaluate developingproducts andprocesses and identz5 strengths and challenges.

Statement of contribution

Since my appointment as a teacher educator, my success in developing curricula and ability to design motivating assessment that reflects a command of the field is further confirmed by peer acknowledgement within the School of Education. The consistently strong demonstration of student satisfaction in my teaching and ability to engage the regional education community, were significant reasons for my appointment to the positions of Director of Professional Experience (2002-2004), Chair of Teaching and Learning within the School (2005-2006) and to my present role as Deputy Head of School (Townsville) responsible for Teaching and Learning. In these roles, I have coordinated numerous staff workshops on curriculum design, most
recently with a focus on assessment practices and developing assessment criteria reflecting professional
standards.

The Head of School Professor Annette Patterson (2002-2006) gave a high commendation of my commitment
and command of the teacher education field, particularly in improving the relationship between practicum
and coursework and highlighted the significance of my contribution on the broader education community.
Her comments, in 2004, are noted as fmther in edusigni -0.d (and).95d (commenttak)T80(myisTJ -0o8 Tm .073 7 138j -

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