

Action Research into How to Enhance Students’ Self-Directed Learning and Creativity

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Abstract

In this action research study of my level 2 of Business Systems and Process Operations Management unit, we investigated how to enhance students’ self-directed learning and practice. A pre-questionnaire was given to students to complete at the beginning of the unit to understand their level of knowledge on database. Then, the Level 2 students were given a self-directed learning material where they can access online at the start of the unit. At the end of the unit, a post-questionnaire was given to students again to find out whether the self-directed access material has helped students’ learning on the subject and whether students’ self-directed learning and practice has been enhanced. In addition to the questionnaires collected, a semi-structured interview data was also collected. We discovered that the interactive e-learning method has motivated students’ autonomy in self-directed learning and hence increase their understanding and skills. It also has boosted students’ confidence level. As a result of this research, we plan to continue to use self-directed access material not only in my level 2 of Business Systems and Process Operations Management unit, but also in my other computer related subject areas.



Introduction

In this study, we are looking closely at how to raise students' Self-Directed Learning and practice which students demonstrate in the seminar section. Self-directed learning is seen as any study form in which individuals have primary responsibility for planning, implementing, and even evaluating the effort. Most people, when asked, will proclaim a preference for assuming such responsibility whenever possible. This is an action research project where I studied level 2 Business Systems and Process Operations Management undergraduate students. This is my first year of teaching this unit. Before we began this study, we found that students often lack motivation to conduct personal reading prior to the lecture or the seminar sections and often lack of engagement in the group discussion during the seminar section. Students find it difficult to relate and apply the concept or theory in the seminar group discussion. This is a computer-based unit (database) where students are expected to have the basic skills and knowledge of creating a database using Microsoft access, only by doing so they are able to understand the concept of database. Therefore, we wanted to find out why, despite all of my efforts, students were disinterested and not very motivated and what I could do to raise their self-directed learning and practice so they can have a better understanding on database. This is not a subject where you could learn from reading only. We collected data on students by using my own observations and by using pre- and post- questionnaires which were given to the students by another colleague of mine. The questionnaire examines students' perception of the effectiveness and suitability of learning content and interface, and the interactivity of the learning environment.

we adopted an action research approach to addressing the problem which is illustrated via Coghlan and Brannick's (2010) spiral model of action research (see Figure 1). This research is concerned with Cycle 1 of Coghlan and Brannick's model due to time constraints.



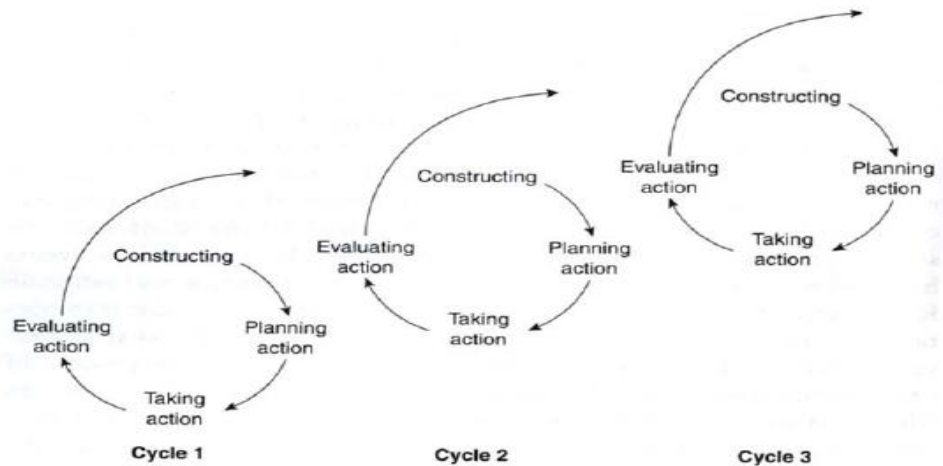


Figure 1. A visualization of Coghlan & Brannick's (2010) spiral model of action research

Literature Review

Students' lack of motivation and engagement in the seminar section had shown significant problems. So the aim of this research was to provide self-directed access material to the students so that this can increase their self-directed learning and practice i.e. to raise their confidence level and hopefully to motivate them so they can be more engaged in the seminar section. Hence, improve their learning experience. According to Candy (1991), learners may have a high level of self-direction in an area in which they are familiar, or in areas that are similar to a prior experience. Therefore, the aim is to get them familiarising with the database material so they can be more engaged in the seminar discussion and lecture. In this case, by providing them with a step by step online self-accessed tutorial where they can learn by themselves. According to Murray (2005), the newer technologies, particularly information and communication technologies (ICT) develop new digital literacy necessary for 21st century communication, and this will benefit learning, particularly through computer-mediated communication and the Internet as an information resource. For technology to foster true learner autonomy, it must

provide opportunities for learners to take responsibility for their learning (Barnett, 1993).

The study of online learning has attracted attention from scholars and practitioners in higher education institutions (Hill *et. al.*, 2003). According to the literature, an area of particular interest to researchers exploring online learning is the learner's ability to guide and direct his or her own learning i.e. self-directed learning (Hartley and Bendixen, 2001). One area that is particularly promising for self-directed learning research is online contexts. With the increasing trend of online learning in higher education (Sloan Consortium, 2004), self-directed learning has started to attract more attention due to its speculated and reported impact in these contexts. Research exploring online learning has indicated that self-directed learning skills may assist the learner with the learning process (Hartley and Bendixen, 2001). Therefore, it was believed that the online material will provide students with an interactive learning environment. Also, Mynard (2009) advises that learner should ideally engage in self-monitoring during the task and reflection after completing the activity. Therefore, pre- and post- questionnaires were given to the students to complete before and after undertaking the online material so they are aware of how much they know before and how much they have learnt after.

According to Song and Hill (2007), they summarise the key constructs associated with self-directed learning models mentioned in the various literature. They propose that we can see self-directed learning as a process of organizing the instruction focusing their attention on the level of learner autonomy over the instructional process. We can also view self-direction as a personal attribute with the goal of education described as developing individuals who can assume moral, emotional, and intellectual autonomy (Candy, 1991). All these can help us to understand the perspectives on self-directed learning. See Figure 2 for the descriptions and explanations of these. The conceptual model for understanding self-directed learning in an online context (Figure 2) incorporates self-directed learning as a personal attribute and a learning process as pointed out by most scholars in the



literature of self-directed learning. Also, the learning context indicates the impact of environmental factors on self-directed learning (Song and Hill, 2007).

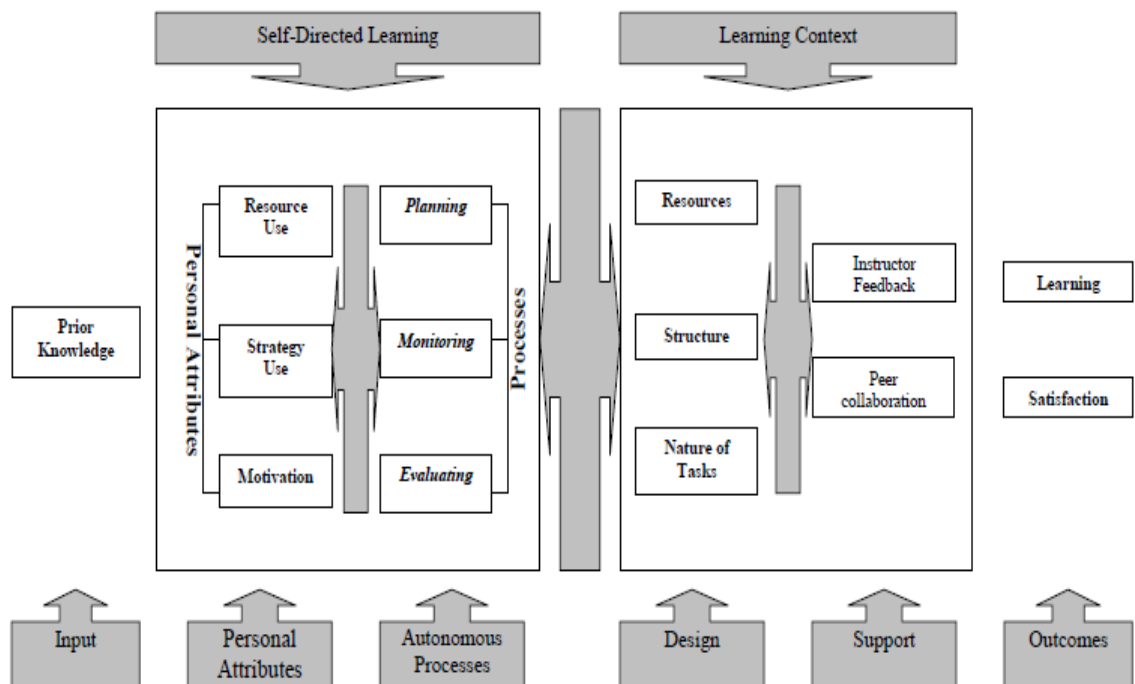


Figure 2. A Conceptual Model for Understanding Self-Directed Learning (Song and Hill, 2007)

It is believed that online learning gives more control of the instruction to the learners (Garrison, 2003). In fact, some scholars consider self-directed learning critical in distance education settings with its unique characteristic of the physical and social separation of the learner from the instructor or expert as well as other learners (Long, 1998). Shapley (2000) indicates that students need to have a high level of self-direction to succeed in online learning environment. In fact, not only does an online learning context influence the amount of control that is given to learners, it also impacts a learner's perception of his or her level of self-direction. For example, Vonderwell and Turner (2005) reported in their study that the online



learning context enhanced learners' responsibility and initiative towards learning. Learners had more control of their learning and used resources more effectively.

Research Questions

Based on the literature review above, the following research question was formulated:

1. Whether the self-directed learning environment provided has raised students' self-directed responsibility and initiative towards database learning in the lecture or seminar section?

Methodology

The research methodology applied for this study was action research approach. The aim was to enable a researcher to directly experience, and to interact with, the situation under investigation so as to offer a better understanding of the information obtained from questionnaire and interview, and to make ongoing improvements. A number of definitions exist for action research, and it is generally taken as referring to a class of research approaches, rather than a single method (Baskerville, 1999). However the various forms of action research share agreed characteristics, as follows: action research is commonly regarded as having both an 'action' and a 'change' orientation. This includes participation with the people involved in the research process and collaboration among participants. It also is a process that is seen as educative and empowering and is one which involves stages of problem identification, planning, action and evaluation.

In accordance with the cycles of action research described by Coghlan and Brannick(2010),the research contained the following reflective stages: constructing, planning action, taking action, and evaluating action. In Cycle 1, the initial "constructing" phase began when the researchers observed that despite all of my efforts, students were disinterested and not very motivated during the seminar section,and what I could do to raise their self-directed learning and practice so they



can have a better understanding on database. The constructing phase was explored further through dialogue and co-construction. In the “planning action” stage, the researchers developed two research questions in order to learn more about how students’ perception of the effectiveness and suitability of self-access learning content and interface, and the interactivity of the learning environment. The “taking action” stage involved the data collection over a one-semester period. It also included initial actions that the researcher took based on ongoing interpretation of the data. The “evaluating action” phase involved more thorough interpretation of the data and discussions. Throughout these stages, the researcher reflected and speculated on what was being observed. Based on the interpretation of the results of the study conducted in Cycle 1, the researcher can continue to work into Cycle 2 in the future.

Procedure

We collected data using the following instruments:

1. Pre- and post- questionnaires containing some closed-response items and more open-response items with a cover letter (see Appendix A.2). All sensitive questions were avoided in the questionnaire. The pre-questionnaire was designed to gather information on important demographic information and students’ perception of the effectiveness and suitability of learning content and interface. Also, to gather the information on students’ ability and skills on database. The post- questionnaire was designed to gather information on whether students’ self-directed learning ability and skills have enhanced. I.e. whether the online self-access material has helped them to learn better and whether this material has boosted their confidence level. The information gathered here can also help the researcher to establish the purpose of the interview questions.
2. Semi-structured follow-up participant interviews took place at the end of the unit. Due to time constraints, the researcher only managed to complete in total 3 interviews (see below for the interview questions). The researcher was not able to complete the whole planned interview process and propose that this could be considered in the future study. The interview questionnaire includes 3 basic questions (Table 1). In designing the questionnaire, care was taken to keep the questions simple to reduce the burden on interviewees, while at the same time allowing for flexibility in conducting the interviews with individual participants.



<i>Question</i>	<i>Questions asked</i>
1	How do you find the whole experience of using online self-directed learning method?
2	How effective of learning content and interface of online self-directed learning method for learning database?
3	Does this online self-directed learning method help you in enhancing or improving your understanding on database e.g. boost your confidence in learning database, skill etc?

Table 1. Questionnaire for the semi-structured interviews

Participants

Over a two-month period (second semester), a pre-questionnaire was given to the class at the beginning of the unit followed by a post- questionnaire at the end of the unit. In total, 22 pre- questionnaires and 8 post- questionnaires were collected. We asked a colleague of mine to distribute the questionnaires to possible participants without me being presented. Willing participants were then given around 10 minutes to complete pre- and post- questionnaires (see Appendix A.2 for the pre- and post questionnaires). The interview was then taken place at the end of the unit. There were 3 students showed willingness to participate in the semi-structured interview. The interview lasted about 15 minutes per participant.

Data Analysis

The data collected were analysed using simple statistical methods in Microsoft excel, and the results were tabulated and discussed (see the findings section). The interview data was also reported in the findings and discussion section.

Findings and Discussion

Research Question 1: Whether the self-directed learning environment provided has raised students' self-directed responsibility and initiative towards database learning in the lecture or seminar sessions? The emphasis of this project was to discover how to enhance student's self-directed learning and practice, and thus answer the question "*How does having students self-access to the online material actually affect their engagement in the seminar session?*"

The research investigated how to raise students' self-directed learning and practice so they can have a better understanding on the subject area and can be more engaged in the seminar section. At the beginning of the unit, we asked students to rate their skills and abilities about database. The results indicate that a majority



(88%) of the respondents reported that they have ever used Database or Microsoft Access before, and 75% of these respondents claimed that they have very little knowledge about using Microsoft Access to create database. More results are shown in Table 2 and 3.

Skill and Ability	Poor	Not Very Good	Adequate	Good	Very Good	Excellent
a. Create tables using Microsoft Access	13%	13%	25%	38%	13%	0%
b. Knowledge on DB theory	13%	13%	38%	25%	13%	0%
c. Using SQL language	13%	25%	25%	25%	13%	0%
d. Define primary keys	0%	25%	38%	25%	0%	13%
e. Draw Entity Relationship Diagram	13%	25%	0%	50%	0%	13%
f. Design a DB	0%	0%	63%	25%	13%	0%

Table 2. Self-rating of skill and abilities (Before using the online self-accessed material)

Skill and Ability	Poor	Not Very Good	Adequate	Good	Very Good	Excellent
a. Create tables using Microsoft Access	0%	0%	0%	25%	63%	13%
b. Knowledge on DB theory	0%	0%	25%	25%	25%	25%
c. Using SQL language	0%	25%	13%	13%	25%	25%
d. Define primary keys	0%	13%	0%	50%	13%	25%
e. Draw Entity Relationship Diagram	0%	13%	13%	13%	38%	25%
f. Design a DB	0%	0%	13%	25%	50%	13%

Table 3. Self-rating of skill and abilities (After using the online self-accessed material)

From Table 2 and 3, it shows that students' skill and ability have shifted from poor and not very good to very good to excellent. These indicate that the online self-directed learning method has helped students in some ways to improve their database skill and knowledge. Also, based on my informal observations of students during seminar, we would assert that most students' skill has improved as they can answer more questions we asked and showed less blanked faces. The confidence level has certainly increased as they started ask some technical questions, which is a good sign of improvement. Towards the end of the semester, I gave them a mock test on the subject area; they managed to complete at least 30% to 40% of the questions.

Perhaps another way of judging whether students' self-directed learning and practice has enhanced in this semester is to listen to what the students had to say about their ability, skill and attitude. During the semi-structured interview at the end



of the semester, students tend to show positive attitudes and reaction towards the self-directed learning method. Example comments from respondents are shown in Table 4 below.

<i>Questions</i>	<i>Examples from interview</i>
How do you find the whole experience of using online self-directed learning method?	<p>“I was very scared at the beginning as I am not a very technical person. The extra online material was really useful in helping me to gain some hands on experience on database”.</p> <p>“The experience was positive, quite practical and easy to understand”.</p>
How effective of learning content and interface of online self-directed learning method for learning database?	<p>“It would be a good idea if you provide a YouTube version, so it can be even clear”.</p> <p>“This extra material definitely helps, better than nothing!”</p> <p>“It’s definitely a good idea as I wasn’t following during the lecture and seminar, with this learning method I can take it slow and learn it my way at my own time”.</p>
Does this online self-directed method help you in enhancing or improving your understanding on database e.g. boost your confidence in learning database, skill etc?	<p>“It definitely changes my perception on database”.</p> <p>“Confidence level has definitely increased “.</p> <p>“Yes”.</p>

Another piece of evaluation of my action research is looking into students’ attitudes i.e. whether their attitudes towards database learning changed. Attitudes relate to confidence and how much you know about the subject. We wanted to find out whether the self-directed learning environment has changed their attitudes towards database learning. From Table 5 and 6, it indicates that the attitudes have shifted from neutral to positive to a more positive and strong positive attitude towards database learning.

Attitudes	Strongly Disagree	Disagree	Mildly Disagree	Neither disagree or agree	Mildly Agree	Agree	Strongly Agree
a. The DB exercise section helps you to understand DB better.	0%	0%	0%	25%	25%	50%	0%
b. I can practice the DB myself easily with this DB exercise.	0%	0%	13%	25%	50%	13%	0%
c. The DB self learning exercise material is easy to understand.	0%	13%	0%	13%	38%	25%	13%
d. I am scared of this unit as it is too practical.	25%	25%	38%	0%	13%	0%	0%



e. I have no ideas what is going on.	38%	38%	13%	0%	13%	0%	0%
f. This DB exercise provides a step by step instruction clearly.	0%	0%	0%	38%	38%	13%	13%
g. I am not a technical person so I won't be able to complete this DB exercise on my own.	25%	50%	0%	0%	13%	13%	0%

Table 5. Attitudes towards learning database (Before using the online self-accessed material)

Attitudes	Strongly Disagree	Disagree	Mildly Disagree	Neither disagree or agree	Mildly Agree	Agree	Strongly Agree
a. The DB exercise section helps you to understand DB better.	0%	0%	0%	13%	0%	63%	25%
b. I can practice the DB myself easily with this DB exercise.	0%	0%	0%	0%	13%	38%	50%
c. The DB self learning exercise material is easy to understand.	0%	0%	0%	0%	13%	38%	50%
d. I am scared of this unit as it is too practical.	50%	25%	0%	13%	13%	0%	0%
e. I have no ideas what is going on.	50%	38%	13%	0%	0%	0%	0%
f. This DB exercise provides a step by step instruction clearly.	0%	0%	0%	13%	0%	25%	63%
g. I am not a technical person so I won't be able to complete this DB exercise on my own.	50%	50%	0%	0%	0%	0%	0%

Table 6. Attitudes towards learning database (After using the online self-accessed material)

Finally, we would assert that having provided students self-directed learning environment raises students' awareness of their own behaviour, helps remind them to stay on task, allows them to take control of and be aware of their own learning. All of these factors contributed to an increased level of motivation and learning in the seminar session.

Limitations

The researcher acknowledges that involving more participants in the study would have provided more data and represented more students' voices. However, the aim of the study was not to generalise but to gain some insights at the early stages of the action research project through questionnaires and interviews with the participants. As the project continues, other opportunities for input will be sought. In



addition, although attempts were made to be as unbiased as possible during the semi-structured interviews, an inevitable fact of interpretative research is that researchers will be influenced by personal experience. Due to the time constraints, this action research project can only be completed to certain extent, more in-depth analysis might be carried out in the future study.

Conclusion

This project has transformed the way that we will teach our future database unit. The students' levels of motivation and engagement in class improved when they were given a chance to learn things in their own time and ways. This has definitely boosted their confidence in the seminar especially for those slow learners or those overseas students where their first languages are not English. I will continue the self-directed learning and practice by using a new and improved version in the future.

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**Database Exercise Session
Feb 2012
Survey**

To help us evaluate and improve the programmed for future students, please complete the following survey. The information provided by you will remain confidential with regard to your identity.

We shall ask you to complete a brief questionnaire at the end of the unit again. Completion of any of these surveys is voluntary. Please let Markus know if you have questions about this.

I understand the above. Signed: _____

Print Name: _____ **Today's Date:** _____

Student ID: _____

E-Mail Address: _____

Please read the instructions for each of the following questions. Review the response options carefully before you mark your answers. There is no right or wrong answers. Answer the questions as quickly and honestly as possible.



Background Information

1. How old were you on your last birthday? _____
2. What is your sex/gender? (*Circle only one response*)

Male	1
Female	2
3. What year of your degree have you just completed? (*circle one*) 1 2 3 4 5 6
4. What do you consider to be your ethnic origin? (*Circle only one response*)

Asian: Indian.....1	Black: African.....
.....5	
Asian: Pakistani.....2	Black: Caribbean.....
.....6	
Asian: Oriental3	Black: African American.....
.....7	
Asian: Bangladeshi.....4	White.....
.....8	
Other (<i>Please specify</i>).....	
.....9	
5. Have you ever used/learnt Data Base (DB) or Microsoft Access before? (*Circle only one response*)

Yes	No
1	2
6. Do you already have an idea about using Microsoft Access to create database?

_____	No
_____	Yes, but very little knowledge
_____	Yes, I am fully aware of how to use Microsoft Access to create Data Base

SELF-RATING OF SKILLS AND ABILITIES

7. Where on this scale would you rank your current skills and abilities about using Microsoft Access to create DB?

Rank your skill and ability to:	Poor	Not Very Adequate	Good	Very Good	Excellent
a. Create tables using Microsoft Access	1	2	3	4	5 6
b. Knowledge on DB theory	1	2	3	4	5 6
c. Using SQL language	1	2	3	4	5 6
d. Define primary keys	1	2	3	4	5 6
e. Draw Entity Relationship Diagram	1	2	3	4	5 6
f. Design a DB	1	2	3	4	5 6



ATTITUDES TOWARDS LEARNING DB

8. Please indicate how you disagree or agree with each of the following.

	Strongly Disagree	Disagree	Mildly Disagree	Neither disagree or agree	Mildly Agree	Agree	Strongly Agree
a. The DB exercise section helps you to understand DB better.	1	2	3	4	5	6	7
b. I can practice the DB myself easily with this DB exercise.	1	2	3	4	5	6	7
c. The DB self learning exercise material is easy to understand.	1	2	3	4	5	6	7
d. I am scared of this unit as it is too practical.	1	2	3	4	5	6	7
e. I have no ideas what is going on.	1	2	3	4	5	6	7
f. This DB exercise provides a step by step instruction clearly.	1	2	3	4	5	6	7
g. I am not a technical person so I won't be able to complete this DB exercise on my own.	1	2	3	4	5	6	7

Thank you for completing this survey



**Database Exercise Session
Feb 2012
Survey**

To help us evaluate and improve the programme for future students, please complete the following survey. The information provided by you will remain confidential with regard to your identity.

We shall ask you to complete a brief questionnaire at the end of the unit again. Completion of any of these surveys is voluntary. Please let Markus know if you have questions about this.

I understand the above. Signed: _____

Print Name: _____ **Today's Date:**

Student ID: _____

E-Mail Address: _____

Please read the instructions for each of the following questions. Review the response options carefully before you mark your answers. There is no right or wrong answers. Answer the questions as quickly and honestly as possible.



SELF-RATING OF SKILLS AND ABILITIES

1. Where on this scale would you rank your current skills and abilities about using Microsoft Access to create DB?

Rank your skill and ability to:	Poor	Not Very Adequate	Good	Very Good	Excellent	
a. Create tables using Microsoft Access	1	2	3	4	5	6
b. Knowledge on DB theory	1	2	3	4	5	6
c. Using SQL language	1	2	3	4	5	6
d. Define primary keys	1	2	3	4	5	6
e. Draw Entity Relationship Diagram	1	2	3	4	5	6
f. Design a DB	1	2	3	4	5	6

ATTITUDES TOWARDS LEARNING DB

2. Please indicate how you disagree or agree with each of the following.

	Strongly Disagree	Disagree	Mildly Disagree	Neither disagree or agree	Mildly Agree	Agree	Strongly Agree
a. The DB exercise section helps you to understand DB better.	1	2	3	4	5	6	7
b. I can practice the DB myself easily with this DB exercise.	1	2	3	4	5	6	7
c. The DB self learning exercise material is easy to understand.	1	2	3	4	5	6	7
d. I am scared of this unit as it is too practical.	1	2	3	4	5	6	7
e. I have no ideas what is going on.	1	2	3	4	5	6	7
f. This DB exercise provides a step by step instruction clearly.	1	2	3	4	5	6	7
g. I am not a technical person so I won't be able to complete this DB exercise on my own.	1	2	3	4	5	6	7

Thank you for completing this survey



Appendix B – Self Assessment

Grade points		G [0] – E [4]	D- [5] – C+ [10]	B- [11] – A+ [16]	Comments
Areas	Description	Fail Illustrative grade E [4]	Pass Illustrative grade C [9]	Good pass Illustrative grade A- [14]	C-
Theory	<i>Examines: depth of knowledge in particular area(s) of academic practice; understanding of local/national and subject contexts regarding policies, procedures and expectations; engagement with the literature and research; acknowledgement of gaps and/or contradictions; ability to work at the current limits of theoretical and/ research knowledge.</i>	Inaccurate, or inappropriate and limited usage and choice of theory. Suggests little reading and limited understanding. Little evidence of research and information retrieval beyond supplied material.	Evidence of some understanding of theory, and of appropriate levels of research and selection. Theory is used to support arguments.	Theory is clearly related and challenged beyond standard texts and supplied sources. Excellent use of references to support argument. Depth of exploration. Demonstrates integration and innovation in the selection and handling of theory.	C- it shows some evidence of some understanding of theory.
Practice	<i>This area considers: analysing facets of academic practice – self/colleagues/ institution/ nationally/ internationally; articulating a personal philosophy; producing evidence to demonstrate competence, capability and creativity as an academic practitioner.</i>	Not all facets of practice demonstrated and/or evidenced. Area[s] of practice lack capability and competence. No clear personal philosophy visible.	Demonstrated and/or evidenced most key areas of practice -some gaps and narrow in scope. Generally capable and competent but could improve in some areas. Philosophy evidenced.	Analysis is detailed and comprehensive, and independently derived. Evidence provided of real competence, capability and creativity across areas of relevant areas of practice. A personal philosophy is clearly articulated.	D it Demonstrates some key areas of practice
Application of theory to practice	<i>This area focuses on ability to: independently and creatively apply theory, principles of good practice and critical analysis to practice; consider alternative approaches to practice; adapt and change practice where warranted based on evidence.</i>	Lacks application. Limited recognition and linkage made between elements of practice and relevant theories, principles of good practice. Lack of alternatives.	Reasonable attempt to apply theory, principles of good practice, with some key linkages evident. Alternatives and potential change indicated – not fully developed.	Clear ability to apply theory, principles of good practice and critical analysis to practice consistently. Demonstrates creativity where appropriate. Evidence of challenging and changing practice.	C- reasonable attempt to apply theory.



Reflection	<i>Focuses upon: the development of reflective practice and ability to critically reflect and question the effectiveness of practice and contradictory evidence – self, others; reflectively and critically engage with pedagogic theory and practice; reflection forming the basis of personal motivation to introduce change and influence others.</i>	Material is presented with little evidence of reflection and/or is too descriptive; effectiveness unsupported by evidence; fails to evaluate and lacks critical thought in places.	Evidence of reflection in most areas and usually informed with evidence. Could do more to challenge existing theory and practice and produce viable alternatives based on reflection.	Reflection is deep, thoughtful and informed. Reflection is fully integrated into practice with clear evidence of effectiveness. Existing theory and practice is questioned and challenged with creative solutions evident. Comprehensive evidence in all areas	C- reflection covers most areas and usually informed with evidence.
Values	<i>Addresses: respect, commitment to values and ethics; demonstrating the ability to apply and embed ethical values in various facets of academic practice [e.g. teaching/assessment/scholarship/collaboration]; and development of a personal ethical stance.</i>	Evidence suggests lack of commitment to values in aspects of academic practice, and that values are not being applied. Limited sense of personal ethical stance.	No evidence to suggest that there is any lack of commitment to values or that values are not being applied.	No evidence to suggest any lack of commitment to values, or that ethical values not applied. Deep understanding and appreciation of values, manifested in a sound personal ethical stance.	C- no evidence to suggest that there is any lack of commitment to values.
Task sufficiency and selection	<i>Considers: ability to adhere to critical instructions, features and purposes of task; ability to plan and manage set tasks; inclusion of relevant material; and reflection on effectiveness of task completion.</i>	Fails to address task/task elements sufficiently. Includes inadequate and/or inappropriate material with contradictions. Ineffective planning/management/reflection.	Most of the work is focused on the task and relevant though this focus could be tighter. Some omissions. Reflection on effectiveness competent.	Addresses task/ task elements comprehensively and imaginatively and demonstrates excellent planning and management. Skilful and multiple use of material. Reflection on effectiveness.	D most of the works is focused on the task and relevant.
Presentation	<i>Relates to: structure and clarity of presentation of information and communication; style of expression for HE practitioners; and organisation and cross-referencing of material.</i>	Poor quality of presentation with errors in text. Clarity of expression poor with inappropriate academic style. Navigation problematic.	In most areas presentation clear with limited errors, and with appropriate communication and style. Relatively well-organised.	Clear and logical in all areas of presentation. Communication and style appropriate and mature. Easy to navigate around.	C in most areas presentation is clear.

