AN OPEN EDUCATIONAL RESOURCE

Academic integrity and production pedagogies: Towards transformative assessment with digital technologies

Jan Petrus Bosman, Magriet de Villiers, Elzette le Roux

Stellenbosch UNIVERSITY IYUNIVESITHI UNIVERSITEIT

Centre for Learning Technologies
iZiko lokuFunda ezobuGcisa
Sentrum vir Leertegnologieë

CC BY NC SA

TABLE OF CONTENTS

Background 2

A. Open Education Practice 3

1. Planning the workshop 3

1.1 Title of the workshop 3

1.2 Teaching and learning focus 3

1.3 Duration of the workshop 4

1.4 Target audience 4

1.5 Requirements 4

1.6 The sessions 5

2. Designing the workshop 5

2.1 The programme 5

2.2 PowerPoint 6

2.3 MS Teams Channel 6

2.4 Activities 7

3. Facilitating the workshop 10

4. Reflections on the workshop 11

B. Open Education Resource 12

1. Introduction – Aim of the workshop (slide 2) 12

2. Session 1: Intro to Transformative (Digital) Assessment (slides 3-11) 13

3. Session 2: Academic Integrity (slides 11 to 19) 17

4. Session 3: Production Pedagogy (slides 20 to 25) 21

5. Session 4: Reflection and Refraction (slides 26 to 31) 24

BACKGROUND

The aim with this resource is two-fold –

i) on the one hand it provides open access to the practice of the advisors at the Stellenbosch University's Centre for Learning Technologies, relating to the planning, designing, facilitating of and reflection on the workshop, as set out in a downloadable document; and

ii) it serves as an Open Educational Resource to the different topics addressed during the workshop under the abovementioned topic.

Navigate through this resource and visit the different topics to obtain the practices and/or content relevant to the specific topic and/or download this document for your own use and/or adaptations as needed.

Be mindful of the Creative Commons license under which these resources are licenced.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

A. OPEN EDUCATION PRACTICE

1. PLANNING THE WORKSHOP

In this section we share how we planned the workshop from the title to the actual sessions. We used two separate documents to record the information on as the info from the title (1.1 hereunder) to the requirements (1.5 hereunder) were required for administrative purposes of the SoTL conference that the workshop was planned for. The administrative information and the brainstorming of the information and the sessions (1.6 hereunder) were documented separately.

1.1 TITLE OF THE WORKSHOP

- Advisors brainstormed together on some ideas for the workshop and what it would entail.
- General direction was given with the overarching conference title. The workshops form a sub-component of the general SoTL[1] conference.
- Once the main aspects of the workshop were decided on, some ideas for the workshop title were shared.
- The main themes for the workshop were:
    - Academic integrity
    - Production pedagogies
    - Transformative assessment (linked to the overarching conference theme)
- After several suggestions and title ideas, consensus was reached to use the title:

  Academic integrity and production pedagogies: Towards transformative assessment with digital technologies.

1.2 TEACHING AND LEARNING FOCUS

- After the different themes for the workshop were clarified, the teaching and learning focus could be expressed.
- As the themes were quite new to academic staff at SU in general, the focus would be to uncover the notions of academic integrity and production pedagogies as different approaches to transformative practices, like assessment. (Context is key!)

[1] SoTL – Scholarship of Teaching and Learning. The SoTL conference is an annual conference internally hosted by the Division for Learning and Teaching Enhancement and open to all SU staff but not public from outside the university.

- Since it is a workshop, there is also the need for practicality thereto. Thus, uncovering the notions in a practical way.
- The facilitators of the workshop were also not yet very familiar with the notions of academic integrity (in this specific context), production pedagogies, nor transformative assessment as such. This implied a lot of research on each of the notions in the planning phase of the workshop, prior to the design thereof.

1.3 DURATION OF THE WORKSHOP

- It was decided to facilitate the workshop in a morning slot – from 09:00 to 12:30.
- In planning, the general sense was that a full-day workshop would be too long for participants and facilitators alike.
- Your context of time will also impact the content and flow of your workshop. We have also presented the workshop on a different occasion in two hours.

1.4 TARGET AUDIENCE

- The themes of the workshop indicated who the target audience should be. Apart from that, our context and positionality – academic developers with a focus on teaching technologies – also determine the target audience.
- It was decided that the target audience should be teaching academics and teaching PASS[2] staff that are interested in addressing issues of transformation in assessment practices via aspects related to academic integrity and/or the implementation of production pedagogies.
- The workshop was presented in a face2face set-up and to facilitate the workshop meaningfully, it was decided to allow for a maximum capacity of 30 participants.
- It is important to get a sense of who your audience would be. Alternatively, you can determine who should be your audience.

1.5 REQUIREMENTS

- The workshop was initially presented face2face but internet access is key.

[2] PASS staff – Professional, administrative and support services staff.

- This workshop could also be presented fully online.
- It is expected of participants to bring a wi-fi enabled laptop or device to the workshop.

1.6 THE SESSIONS

The advisors had brainstorming sessions during which the general ideas for the workshop and possible themes were discussed. Once the general themes were identified and consensus were obtained as to how the programme would be structured, most of the planning took form on a Word-document (accessible in the Teams channel) to which all the advisors had access and could collaborate on.

The different themes were divided between the three facilitators who took responsibility for creating the content, gathering resources to which participants should attend to before the workshop, planning the facilitation of that particular session and activities.

Information pertaining to each topic was added by the responsible facilitator underneath that topic. Later on, the planned structure of each session was then documented on the document itself.

2. DESIGNING THE WORKSHOP

In designing the workshop, structure was created by the following:

1.7 The programme

1.8 PowerPoint

1.9 MS Teams channel

1.10 Activities

2.1 THE PROGRAMME

Allocated time in the programme was divide equally between the facilitators – each attending to a specific theme. We used this time allocation to provide structure to the workshop. Herewith an example of the allocated times:

- 09:00-09:30 Session 1: Introduction to Transformative (Digital) Assessment (Elzette)
- 09:30-10:30 Session 2: Academic Integrity (Magriet)
- 10:30-11:00 Tea
- 11:00-12:00 Session 3: Assessing through Production Pedagogy (Jan Petrus)
- 12:00-12:30 Session 4: Brainstorm practical ideas, integration and feedback (Elzette)

Herewith another example of allocated times during a two-hour online workshop:

- 14:00-14:30 Session 1: Intro to Transformative (Digital) Assessment (E)
- 14:30-15:15 Session 2: Academic Integrity (M)
- 15:15-15:45 Session 3: Assessing through Production Pedagogy (JPB)
- 15:45-16:00 Session 4: Integration & feed-forward (E)

One usually plans according to a programme but things don't always play out as planned. At least the programme provides structure and guidance during implementation of the workshop. More about this in the implementation section hereunder.

2.2 POWERPOINT

On PowerPoint slides, the design of the workshop becomes visible. It is also another form of structure and guidance to facilitators and participants alike. Always mindful not to just convey information (death by PowerPoint) and/or transfer knowledge to participants, information can be shared visually by means of PowerPoint. In addition, participants can always use the slides as reference after the workshop.

Each facilitator took responsibility to create the slides for his/her theme(s). It was a shared PowerPoint, stored in the Teams channel, from which collaboration took place. This section will explain the process of designing the workshop through the PowerPoint slides used and the pedagogies used behind designing the different sessions.

Access the PowerPoint slides here.

2.3 MS TEAMS CHANNEL

Although the workshop was presented in a face2face in-person mode of provision, we used a blended learning approach[3] to facilitate the workshop with learning technologies to optimise learning. The reason why we use MS Teams is because it is the principle online communications platform used at our university. We created a MS Teams channel, added the participants to the channel and posted the different resources – for example the pre-workshop content, the PowerPoint slides and after the workshop, the recording.

[3] Blended learning can be seen as a broad understanding of contemporary teaching, learning and assessment (Hrastinski, 2019). See Modes of provision (sun.ac.za)

Participants also used the channel to share their creative productions, different ideas in the allocated channel and as a way of collaborating and engaging with other participants in the workshop.

2.4 ACTIVITIES

As critical pedagogues we are mindful of our engagement with participants, the participants' active and critical engagement with the content and knowledge, and participants' engagement with one another. This awareness of engagement often becomes the lens through which we design our workshops and courses. There are many forms through which engagement can manifest, for example through dialogue (inner and outer dialogue), inquiry, practice and/or the production of something, engaging in e-tivities[4] and many more. In our practice, we aim to blend technology in a pedagogical thoughtful way with our practice[5].

This section focuses on sharing our pedagogical thoughtful practice and invite others to engage critical with what we share here and/or during implementing the planning and design hereof. Although we don't necessarily separate participant engagement in different categories as set out hereunder, we deal with it separately hereunder for ease of reference and sense-making.

2.4.1 Engaging with the content

When participants engage with the content of the workshop, they engage with a process of sense-making and self-reflection in action pertaining to their own context. Participants engage with new concepts and/or familiar concepts portrayed in a different way. Or perhaps they engage with familiar concepts in a familiar way. None the less, as facilitator we hope that some shifts in perception and/or perspective will take place either way. To deliver the content in a more digestible way, we employ a "flipped classroom approach"[6] in providing participants with pre-workshop reading to engage with and collaborate with participants through content and activities during the workshop.

---

[4] Gilly Salmon defines e-tivities as "frameworks for enabling active and participative learning". See E-tivities - Gilly Salmon

[5] Koehler, M. & Mishra, P. 2009. What is technological pedagogical content knowledge (TPACK)?. *Contemporary issues in technology and teacher education,* 9(1), pp. 60-70.

[6] A pedagogical approach where students explore course content outside of class and participate in activities in class. Flipped Classrooms Create a Blended Learning Environment for... (intel.com)

2.4.1.1 Prior to workshop

Participants were invited via an audio message on the MS Teams channel and a written post to engage with pre-workshop materials to prime our understanding of the issues to be touched during the workshop. It was communicated to participants that there is a PDF (read an article), a Podcast (listen – a link is provided) and a Video (watch – another link). The material could also be accessed in the MS Teams channel. It was estimated that the pre-workshop preparation would not take more than 90 minutes, depending on how in-depth participants engage with the PDF article.

The materials included:

- Read an academic article on Transformative Assessment – link: (7) (PDF) Transformative assessment in physical education (researchgate.net);
- Listen to a podcast on Academic Integrity – link: Promoting Academic Integrity – Teaching in Higher Ed; and
- Watch a video on Production Pedagogy – link: The Pedagogy of Production: A Media Modules Introduction on Vimeo.

2.4.1.2 During the workshop

Each facilitator planned activities that participants could engage in during the different topics allocated to the facilitators.

These activities varied from probing questions with opportunity for answers from participants, reflection engagement through digital technology, peer dialogue on a specific topic, producing artefacts via several platform options, sharing inputs and comments via digital technology and through peer-to-peer dialogue and collaborating on a mutual document, available electronically.

Each of the planned activities were pedagogically planned and designed and not just chosen for the sake of engaging or "keeping participants busy".

We continuously, in our planning, reflected on why participants should or should not engage in this activity? What value does this activity add to the participants' learning experience? What benefits do engaging in this activity hold for the participants (and facilitators)? How could this engagement support learning?

These questions could guide readers in planning activities, but the answers to these are context specific.

2.4.2 Facilitator engagement

Engagement through facilitators and with facilitators started prior to the workshop already when participants were welcomed with a voice message on the MS Teams channel and text message in addition thereto.

During the workshop, engagement with facilitators manifest in different ways, for example,

- verbal communication by facilitators conveying information;
- questions posed by facilitators to the participants and participants reacting to these questions and/or comments directly to the facilitators;
- facilitators engaging with one another;
- facilitators engaging with the content in preparing and sharing with participants;
- facilitators engaging with the technology to facilitate the workshop;
- facilitators engaging with different pedagogies in planning, designing and facilitating the workshop;
- facilitators engaging in reflection in action and/or on action after the workshop.

2.4.3 Engaging through technology

Technology is incorporated throughout the workshop – from planning, design, implementation and reflection phases. Technology also include digital technology in this instance. Examples of engaging with technology include,

- MS Teams channel (digital) created for the SoTL workshop;
- PowerPoint slides (digital and physical) used as presentation and guidelines to facilitators;
- Mentimeter (digital) through which participants could individually respond to a "diagnostic assessment"[7] question;
- Another Mentimeter activity (digital) where participants could co-create a joint definition of "Academic Integrity" using 10 words in 10 minutes;
- Their own institution's Academic Integrity Policy (physical or digital);

[7] Diagnostic assessment was used to get a sense of how much participants know about the definition of "Transformative Assessment". This gave the facilitator of this section an indication to what extent this definition should be explained.

- Different digital technology tools which participants could choose. Some options were provided, like
    - Storyboard That
    - Easelly
    - Google Jamboard
    - Craiyon
    - OpenAI
    - Dall-E
- Ending with another Mentimeter activity where participants could share in a word cloud their overall experience.

2.4.4 Peer-to-peer engagement

Participants had the opportunity to engage with one another in various ways, for example,

- Engage in dialogue in pairs (face2face);
- Work in groups to compile a joint word cloud definition of academic integrity;
- Share their productions with one another;
- Comment on their created artifacts they shared in the MS Teams channel;
- Share their own short reflection on their experience of "Production Pedagogy" in a shared document;
- Share with peers how their thinking about what they created shifted after their peers shared their artifacts.

3. FACILITATING THE WORKSHOP

Herewith an overview of the practice engaged in while facilitating this workshop.

Depending on the number of participants, opportunity is usually provided for participants to briefly introduce themselves by stating their name and faculty and/or department and/or what modules they teach. Thereafter the facilitators briefly introduce themselves.

Each facilitator engages with the content, participants and/or technology and facilitate as they prepared and planned. Reflection in action continuously take place as facilitators get direct or indirect feedback from participants and/or other facilitators, sensing where to zoom in on topics, where to elaborate for greater understanding or where to cut short on some activities.

Sometimes you have to "read the room" and adapt instantaneously in what you have planned or prepared. One also responds naturally as the conversations and discussions unfold, weaving new information and/or feedback in the moment received from participants into the workshop. This is an in-practice display of what transformative assessment is all about.

4. REFLECTIONS ON THE WORKSHOP

After the workshop, the facilitators convened for some reflections on the day. Herewith the reflections.

- The workshop covered a lot of new information, and the practical aspects took time to master. We discussed how some of the theoretical aspects could be shortened and/or condensed. In addition, consider minimizing the number of practical tasks.
- There were several internet challenges causing many pauses in the flow of the workshop.
- Given the complexity and possible connectivity issues, reflections indicate that the workshop could possibly be facilitated as a full-day workshop when presented face2face.

B. OPEN EDUCATION RESOURCE

The Workshop Title: Academic integrity and production pedagogies: Towards transformative assessment with digital technologies

1. INTRODUCTION – AIM OF THE WORKSHOP (SLIDE 2)

Facilitators allow for participants to introduce themselves – depending on the number of participants. Facilitators introduce themselves thereafter.

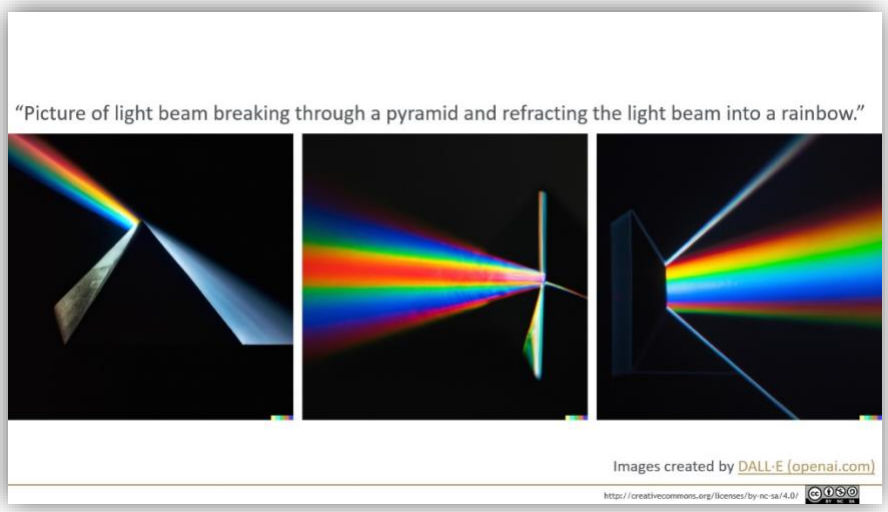
Camera, lights, action: Share what the workshop is about and what the aim of the workshop is.

This workshop aims to uncover the notions of academic integrity and production pedagogies (participants are expected to present a digitally created artefact for assessment purposes) as approaches in considering transformative assessment practices [*insert what the context is, for example programme renewal or social justice, etc.*].

Designing assessment for academic integrity asks that we design assessments, not to establish whether learners are cheating, but provide opportunity for them to demonstrate what they have learned. Using production pedagogy, learners can build knowledge through embodied engagement and learn through purposeful making (Castells, 2016). Real-world objects and technology artifacts with social worth and meaning to the learners who are the makers, are combined (Yanez, 2019). Through the experience of academic integrity and production pedagogy examples, participants in the workshop will explore how transformative assessment practices in their own contexts can become a vehicle for [*insert context for example social justice in African digital contexts*].

2. SESSION 1: INTRO TO TRANSFORMATIVE (DIGITAL) ASSESSMENT (SLIDES 3-11)

- **Look at the pictures (slides 4-5)**:



- Participants are requested to view the pictures of light refracting through a prism in rainbow colour. (The pictures were generated by Dall-E through the website www.openai.com)
- Participants are given a couple of minutes to reflect on what stands out for them when looking at the pictures. What resonates? What do the pictures make them think of? How would they describe what is happening in the pictures?

- Participants can answer in 'popcorn' style – anyone can share an answer as it 'pops up'. If presented online, use the chat function of the online conferencing platform.

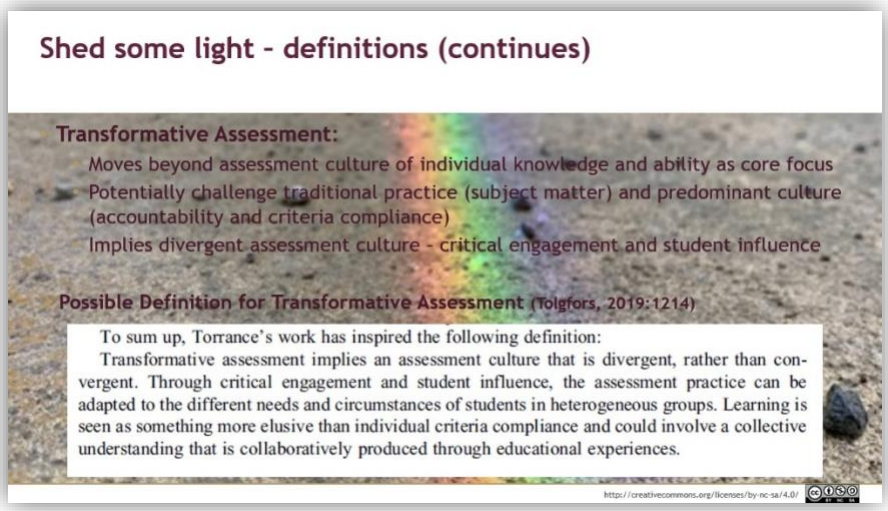
- **Shed some light - definitions (slide 6)**

- The definitions of "transformative pedagogy" and "assessment" are shared.
- Participants are referred to the assessment policy in their contexts.
- Assessment is derived from Latin *assidere* meaning to sit beside or with.
- Assessment for learning is NOT pseudo-formative assessment that is characterized by a series of summative assessments but when it allows for negotiation between teacher and students it is the beginning of transformative assessment in theory.
- Students need to see how their discipline (and the subject matter) make a 'real' difference in their lives. (Tolgfors, 2019:1213).

- **Share some light – definitions (slide 7)**

- Participants navigate to the digital platform, www.menti.com and use the given code to access the question posed.
- Participants provide their answers – this gives the facilitator a sense of the knowledge in the room pertaining to the definition of Transformative Assessment.
- To set-up the Mentimeter at the back, visit www.mentimeter.com and sign in or register an account. As facilitator you can create several options with the free version.

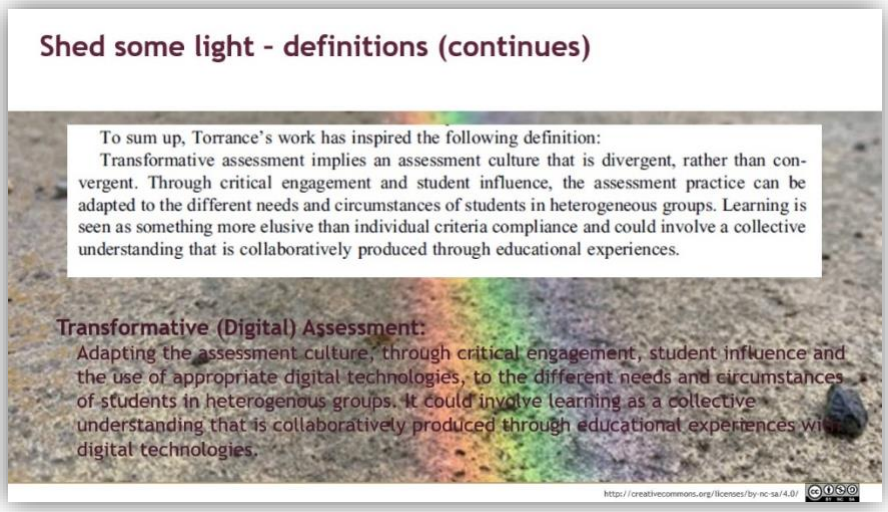
- **Shed some light – definitions (continues) (slide 8)**



- Tolgfors definition of Transformative Assessment and a possible alternative definition are shared.
- Divergent: moving or extending in different directions from a common point; differing from a standard; to be different.

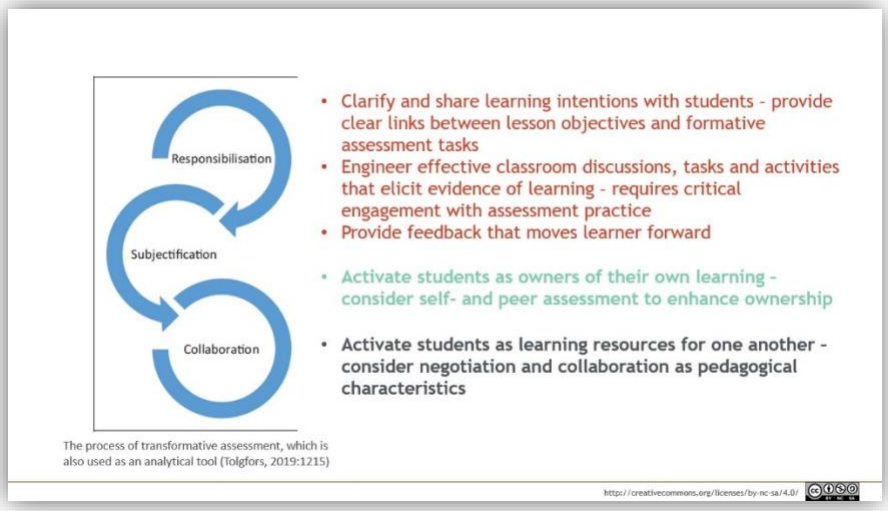
- Convergent: tendency to follow well-established patterns; set ways.

- **Shed some light – definitions (continues) (slide 9)**



- Sharing a possible definition of Transformative (Digital) Assessment.

- **Transformative assessment process of Tolgfors (slide 10)**



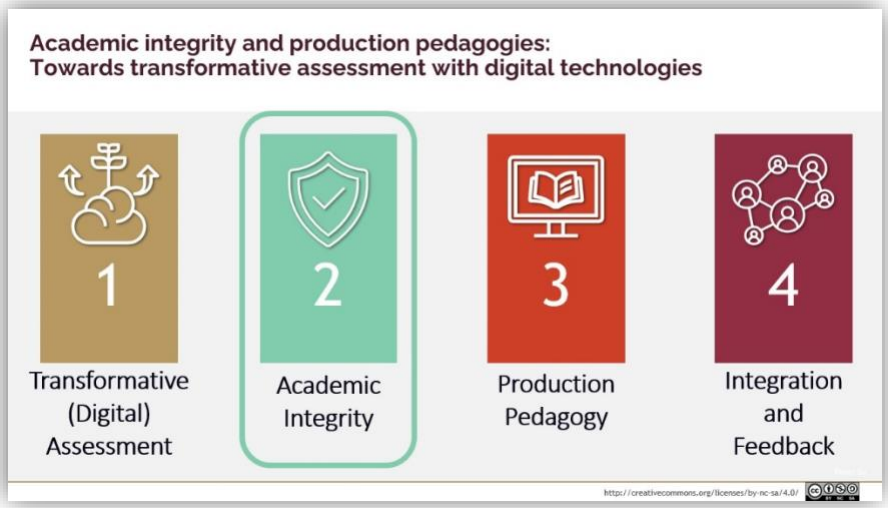
- Explain the process of transformative assessment, according to Tolgfors and unpack each of the phases in the process.

- Building on the idea of assessment for learning (AfL) and Torrance (2012, 2017) the transformative assessment process includes the following phases: (a) The teacher is held responsible for the alignment between curriculum, pedagogy and assessment. This 'responsibilisation' can be expressed in different ways. (b) If/when the students are activated as owners of their own learning, responsibility is transferred to the individual, which denotes 'subjectification'. (c) If/when the

students are activated as learning resources for one another, the responsibility is shared by the collective, which denotes 'collaboration'.

3. SESSION 2: ACADEMIC INTEGRITY (SLIDES 11 TO 19)

- **Index slide – Academic Integrity (slide 11)**



- **Session 2: Academic integrity – shed some light (slide 12)**

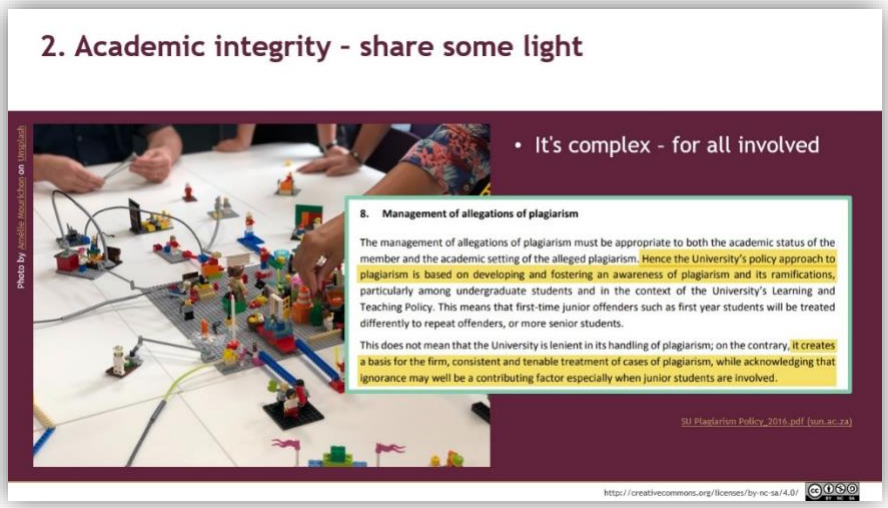
- Participants engage with peers to share what they think academic integrity is.
- Participants join a word cloud on Mentimeter – www.menti.com and use the provided code.

- Ten minutes are allocated for participants to discuss what academic integrity is and formulating a possible 10-word definition.
- The cloud is then shared.

- **Academic integrity – shed some light (slide 13)**

- The values and principles underpinning academic integrity are unpacked.

- **Academic integrity – shed some light (slide 14)**

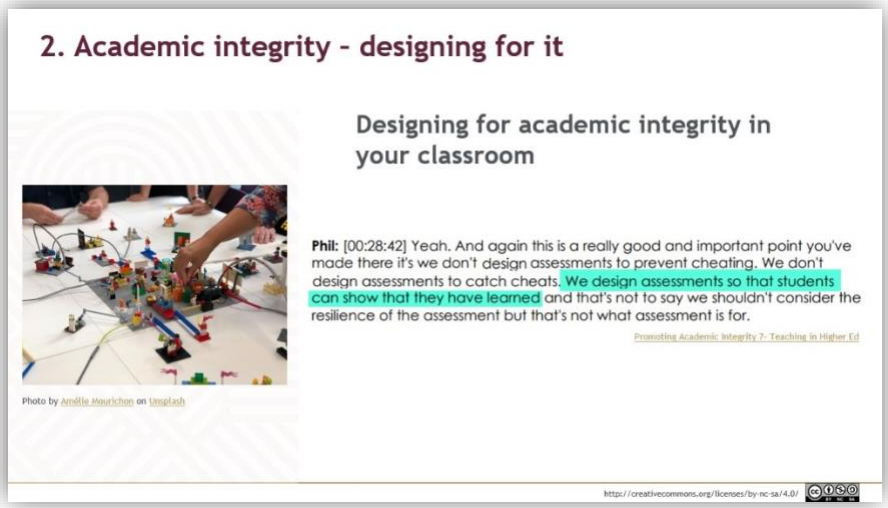


- Participants are invited to engage with their institution's policy on academic integrity and share what the spirit of the policy is.

- **Academic integrity – our approaches matter, because that's where the light gets in (slide 15)**

- An image indicates that the values and principles of academic integrity sometimes are not incorporated in practice when it comes to assessment.

- **Academic integrity – designing for it (slide 16)**

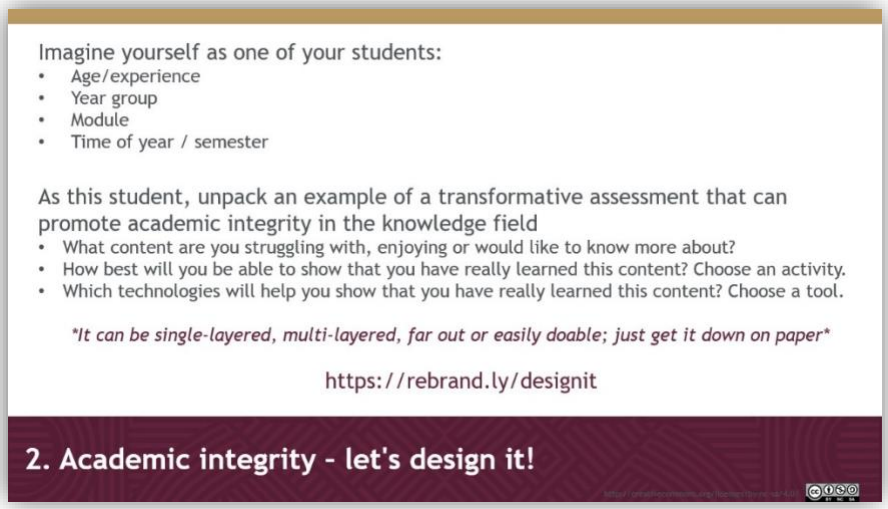


- Reference is made to a podcast entitled Promoting Academic Integrity indicating how assessment should be designed vs how they sometimes are designed. Illustrating the punitive approach which is not promoting learning.

- **Academic integrity – designing for it (slide 17)**

- Consider components pertaining to diversity, equity and inclusivity (DEI); and
- Universal Design for Learning (UDL).
- These concepts are unpacked a bit more.

- **Academic integrity – let's design it (slide 18)**



- Participants are asked to imagine themselves as being one of their students. Visualise:
  - Age / experience
  - Year group
  - Module
  - Time of year / semester

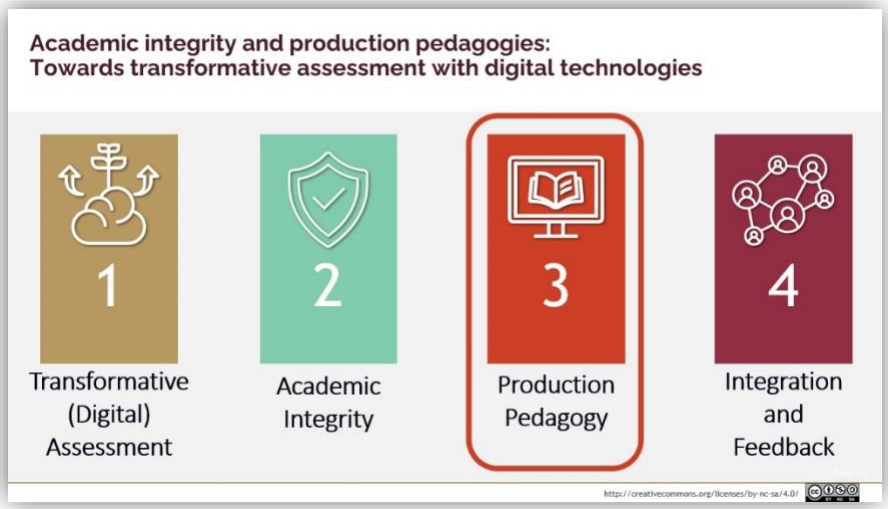
- Participants are invited to unpack an example of transformative assessment that can promote academic integrity in the knowledge field.

- **Academic integrity – designing for it: Transformative Activities & Tools (slide 19)**

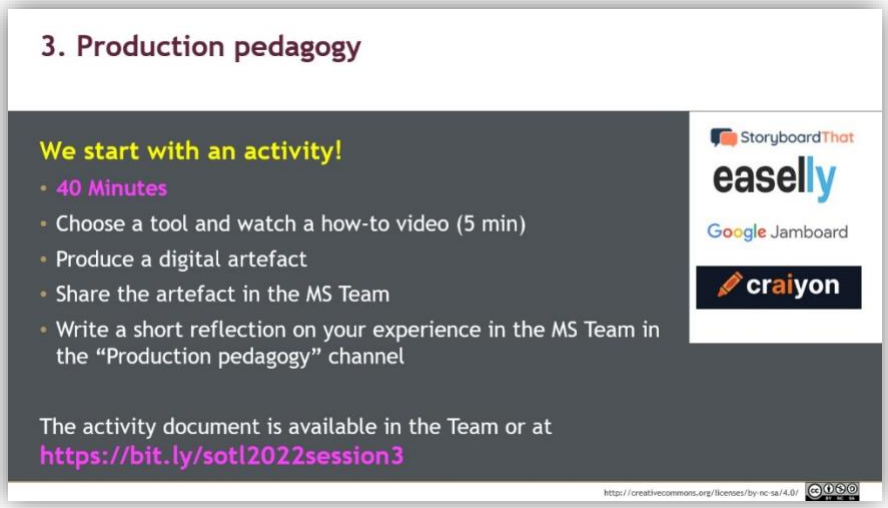
- Participants are invited to consider different learning activities (for example group work, peer work, oral, group feedback, journaling etc.) and matching digital tools (for example WikiTool, video, presentation software, Microsoft Forms, journaling tool etc.).

4. SESSION 3: PRODUCTION PEDAGOGY (SLIDES 20 TO 25)

- **Index slide – Production Pedagogy (slide 20)**

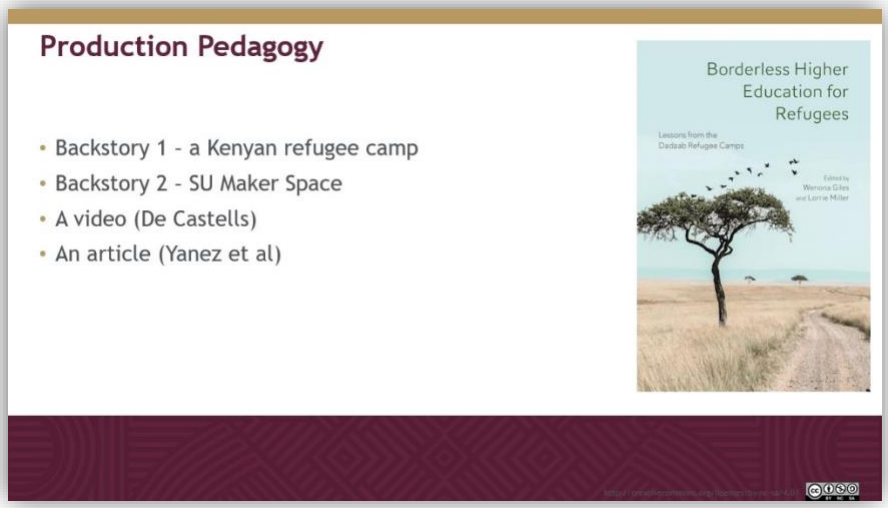


- **Session 3: Production Pedagogy (slide 21)**



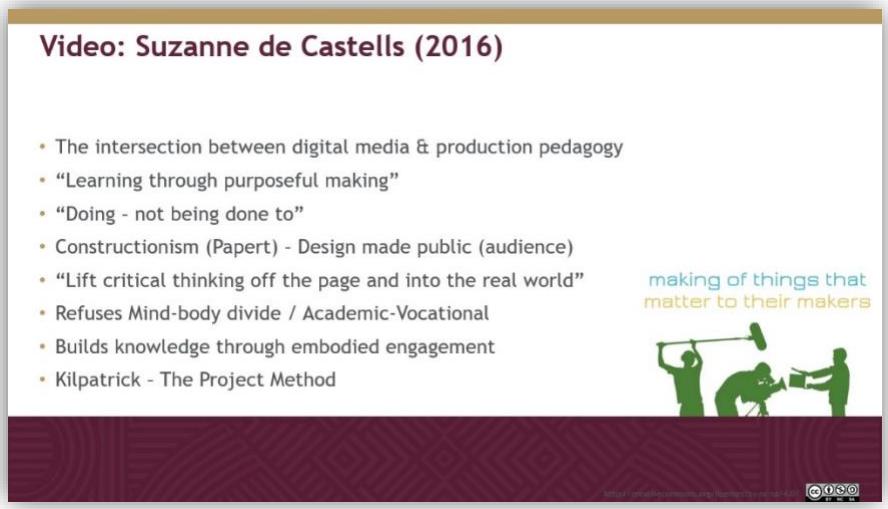
- Participants start with an activity.
- 40 minutes were allocated. [The time allocated and context of the workshop will determine how much time is allocated for this activity].
- Participants are invited to choose a digital tool and produce a digital artefact. [A short explanation video can be created / shared with participants if there were a possibility that they would not know how to use the tool].
- Participants were invited to share the artefact in the MS Teams channel - TransDigAssess - Production Activity.pdf. A different location, like Google drive or something similar, could also be used should there not be access to such a channel.
- Participants were instructed to write a short reflection on their experience in the MS Teams "Production pedagogy" channel.

- **Production Pedagogy (slide 22)**



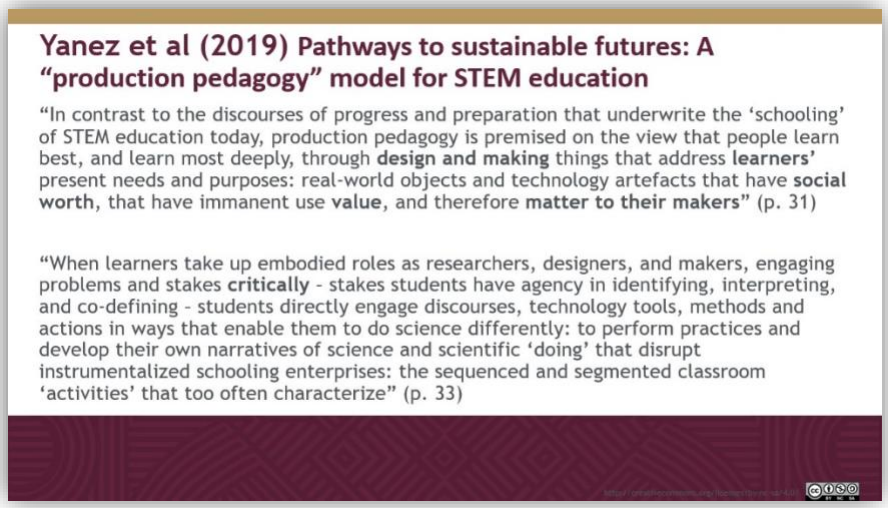
- The backstories leading to production pedagogy was shared with participants.
- In addition, a video by De Castells (sent as pre-workshop activity) and an article (Yanez et al.) were also shared.

- **Video: Suzanne de Castells (slide 23)**



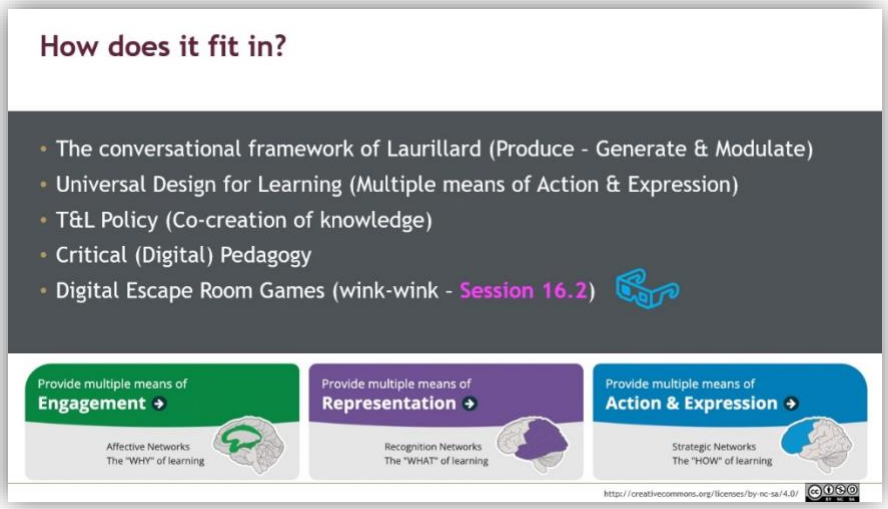
- Some highlights from the video are shared on this slide.

- **Yanez et al (2019): Pathways to sustainable futures (slide 24)**



- Extracts from the article are shared on this slide.

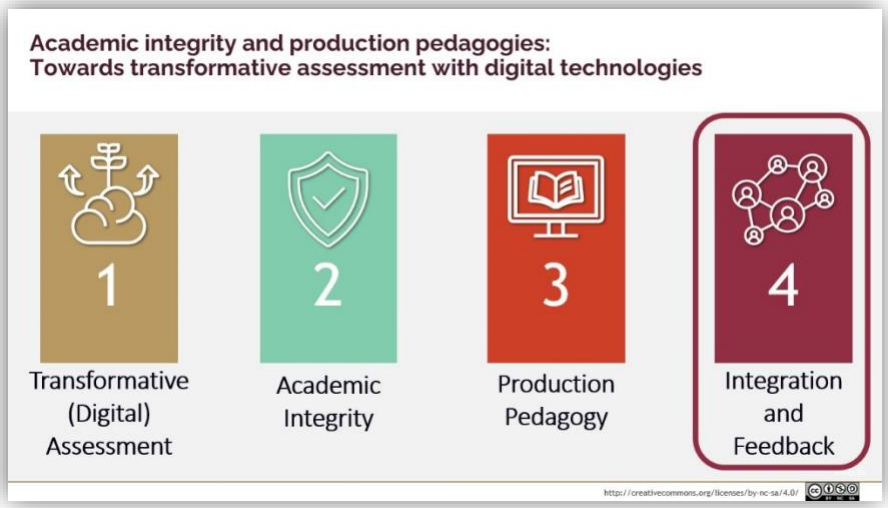
- **How does it fit in? (Side 25)**



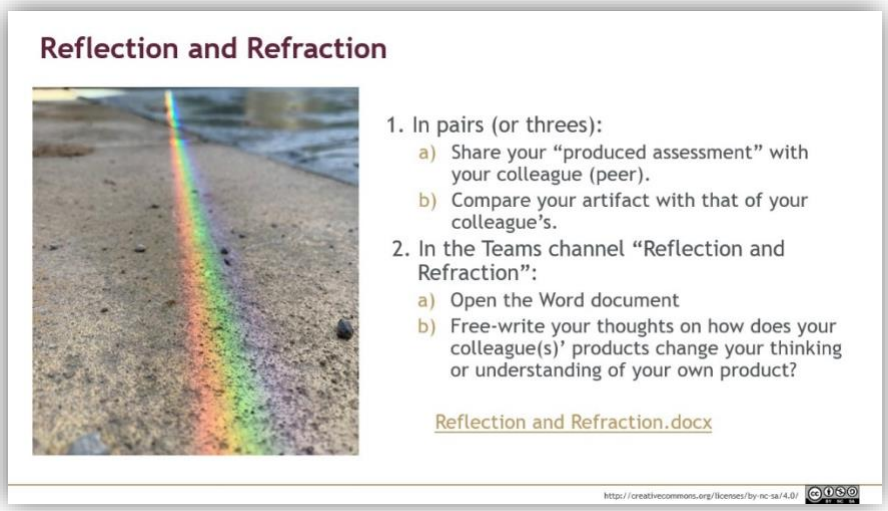
- Participants are referred to several links in their context or other contexts to which production pedagogy also relate.

5. SESSION 4: REFLECTION AND REFRACTION (SLIDES 26 TO 31)

- **Index slide – Integration and Feedback (slide 26)**



- **Reflection and Refraction (slide 27)**

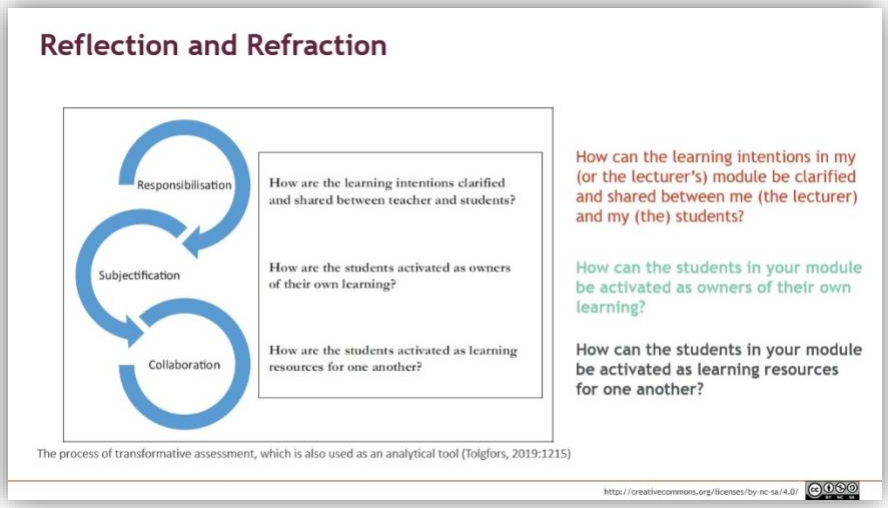


  - Participants are requested to divide into pairs (breakout rooms can also be used for this) and
    - Share their produced assessment with peers;
    - Compare their artifact with that of a colleague.
  - Participants share (in the Teams channel or alternative space) by freewriting their thoughts on how their colleague's product(s) changed their thinking or understanding of their own artefact.

- **Reflection and Refraction - Menti (slide 28)**

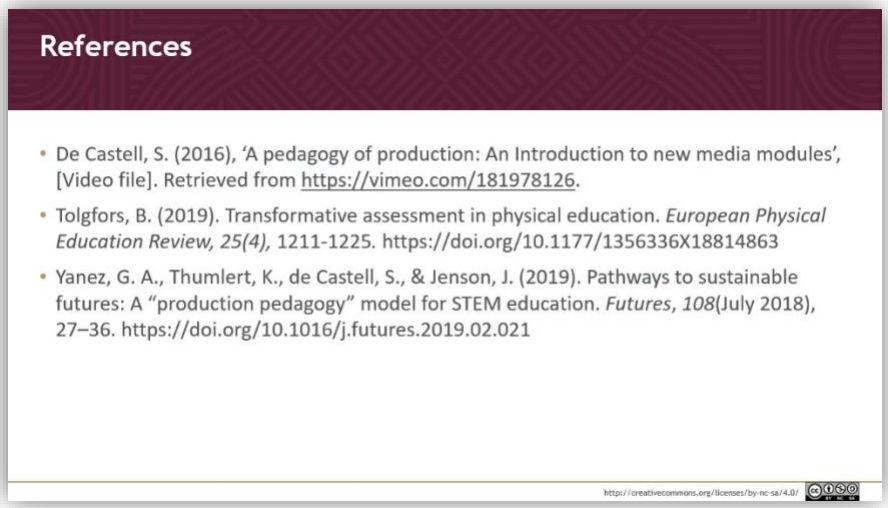
- Participants visit www.menti.com and use the code provided to log in.
- Participants share what they have learned from the overall experience in a one-word wordcloud.
- A follow-up question (if there is time), is put to the participants asking if they were the facilitator, what would they change about the workshop.

- **Reflection and Refraction – Transformative assessment process (slide 29)**



- The process summary is shown again, but this time questions are posted to participants to reflect on in their own given context.

- **References (slide 30)**



- The references used for the workshop is shared.

- **End slide (slide 31)**

Note: Hard copies of this document are considered uncontrolled. If you have a printed version, please refer to Stellenbosch University's website for the official, most recent version.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.