

The University of Queensland Higher Education Academy Fellowship

AMY WONG

“ The recognition as an Associate Fellow from the Higher Education Academy is a significant acknowledgment of my contribution to the teaching and learning in higher education. It symbolises that my philosophy, leadership abilities and professional competence in teaching and learning is well-aligned with UQ and the UK Professional Standards Framework. This award also motivates me to continuously improve my professional practices to “transform teaching and inspire learning” in the higher education context. ”



Applied Learning Analyst
Institute for Teaching and Learning Innovation
(ITaLI)

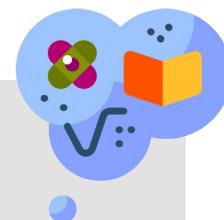


Expertise

Assessment
Learning analytics
Quality assurance
Curriculum development
Evaluation

My favourite teaching tools

- Tableau visualisation tool



Memorable teaching moment

As a professional in staff development, my ‘learners’ are the UQ teaching staff. The support and feedback I provide to my learners supports learning – ‘directly’ in terms of improving the professional practices of the teaching staff, and ‘indirectly’, where the feedback provided also supports student learning through enhancing the practices of teaching staff. A major task in the last 18 months has been to develop and implement a revised version of the annual university-wide teaching and learning quality assurance process – ‘Curriculum and Teaching Quality and Risk Appraisal (CTQRA)’. As a teacher, I want my learners to be able to understand and develop skills in interpreting the data, as well as appreciate the value of using data to make evidence-based teaching and learning decisions which will enhance student experience in higher education.

I know the learning objectives have been met when my learners they take ownership of the data and provide me with concrete examples of how they could use the data for their teaching practices.

In addition to working as an Applied Learning Analyst, I am also a part-time PhD student at UQ, researching the issues related to consistency of examiner judgements of medical student performance in a high-stakes clinical examination, and whether providing examiners with feedback about their marking behaviour assists them to calibrate their future judgements. On reflection, I have successfully taught the examiners to be aware of their marking behaviour by providing them with feedback using an evidence-informed approach. Their awareness will not only affect their immediate marking of student performance, but also allow them to build on the capacity of self-assessing their markings in subsequent examinations. I continue to look for opportunity to provide my learners with regular feedback which focuses on practical outcomes of enhancing the marking consistency in medical and higher education. The continuing professional development of my learners will enhance their professional practices as examiners, which will, in turn, enhance the assessment experience of higher education students.

Programs

1. Currently undertaking a PhD research project on the topic of '**Consistency of Examiner Judgements in Higher Education – A Case Study of Competency-based Assessment in Medical Education**'. The significance of this project resides in developing a deeper understanding of and innovative approaches to addressing the reliability issues in examiner judgements and quality assurance in assessing student performance in the context of clinical and performance-based examinations in medical and higher education.
2. Play a key role in undertaking course, program and curriculum learning analytics, and implementing the annual UQ-wide '**Curriculum and Teaching Quality and Risk Appraisal**' (CTQRA).
3. Research project: '**Teachers' Perceptions of and Responses to Student Evaluation of Teaching (SET): Purposes and Uses in Clinical Education**'. A core mechanism is proposed in influencing clinical teachers' perceptions and responses to SET which depends on the interrelationships among the four different spheres of influence: clinical teachers' understanding of SET, pedagogical knowledge, emotional responses and provision of practical support.

