

Testing as a Tool to Improve Learning Cont'd from page 1

long and hard. Nevertheless, in cognitive psychology, one of the most consistent findings is that testing leads to better retention of content learned and this is oftentimes understood to be indicating that mere studying, without repeated testing cannot yield the results that studying with testing yield (Roediger & Butler, 2011; Rodiger & Pyc, 2012). The impact has also been shown to be better when students receive feedback for failed tests. In fact, there is evidence that indicates that students memory of the material tested is improved by testing as well as related content. Testing also seems to promote studying, thus enabling students to gain more from study sessions that are held before a test. Accordingly, there is the need to consider how we can use tests as a tool to promote learning. This might be achieved by incorporating tests into our courses to determine the level of student learning and of course, to promote student learning.

Since we are now affirming that testing is to be understood as a learning tool, we need to realise that support for this perspective has come from the evidence drawn from research studies showing that when long term retention is required, repeated testing is a better tool than mere studying. In this regard, Roediger and Karpicke (2006) researched the effect of single versus multiple testing events on long term retention. They wanted to find out if a relationship existed between the number of times students were tested and the size of the testing effect. They found that students who were tested soon after content was learned did very well. They now had evidence that offered a clear indication that studying was beneficial if the test

was held shortly after the period of study. However, when long term retention was required, testing seemed a more efficient tool. The results showed that when the final test was administered later, students who had done several shorter periodic tests performed better. Testing therefore was seen to have a greater impact on long term retention than repeated studying of the content only. Students who have been repeatedly tested showed in the research named above that they had improved their retention abilities. In other research studies, students who had engaged in activities requiring the retrieval of information previously learnt/studied (taking tests or quizzes) outperformed those who had studied and then had to retrieve it. There is a clear pattern that retrieval practice afforded by repeated testing impacts students' retention ability and their ability to perform well on tests (Smith & Karpicke, 2014). Accordingly, we can promote testing since we now know that repeated testing facilitate long term retention.

References

- Brame, C. J., & Biel, R. (2015). Test-enhanced learning: The potential for testing to promote greater learning in undergraduate science courses. *CBE Life Science Education*, 14 (2). Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4477741/>
- Roediger, H.L., III, & Butler, A.C. (2011).The critical role of retrieval practice in long-term retention. *Trends in Cognitive Sciences*, (15), 20–27. Retrieved from: <https://www.sciencedirect.com/science/article/pii/S1364661310002081?via%3Dihub>
- Roediger, H.L., III, & Pyc, M.A. (2012). Inexpensive techniques to improve education: applying cognitive psychology to enhance educational practice. *Journal of Applied Research in Memory and Cognition*, (1), 242–248. Retrieved from: <https://www.sciencedirect.com/science/article/pii/S2211368112000915>
- Roediger, H.L., III, & Karpicke, J.D. (2006). The power of testing memory: Basic research and implications for educational practice. *Perspectives on Psychological Science* (1), 181–210. Retrieved from: <http://journals.sagepub.com/doi/10.1111/j.1745-6916.2006.00012.x>
- Smith, M.A., & Karpicke, J.D. (2014). Retrieval practice with short-answer, multiple choice, and hybrid tests. *Memory*, (22), 7, 784-802. DOI: 10.1080/09658211.2013.831454



Highlights of the Activities at the CETL

Throughout November to April 2018, the CETL continued to serve the campus community however, as a result of staff shortages we were forced to scale down our operations, particularly in the offering of workshops and seminars. The focus for the period under review was to provide consultation services, specialised departmental workshops and plan assiduously for the development of a state of the art 21st century Centre for Excellence in Teaching and Learning.

Certificate in University Teaching and Learning (CUTL)

From January 8th to 12th, 2018, the CETL hosted the eight cohort of the Certificate in University Teaching and Learning for an intensive week of teaching and learning sessions for the course CUTL5106:

Assessment in Higher Education. These sessions were held in the training room at the CETL. The course continued throughout the semester using the campus' learning management system, OurVLE.



Members of Faculty pursuing the Certificate in University Teaching and Learning (CUTL), Cohort 8

Back Row, left to right: Dr Sandra Hill-Cameron (Medical Science-Dentistry), Mrs Margaret Wilson-Blake (SMRT), Miss Jessi Antwi Cooper (Department of Language, Linguistics & Philosophy), Ms Melissa Walker (UWISON), Dr Samantha John-Aloye (Department of Sociology, Psychology and Social Work), Agostinho Pinnock (Department of Language, Linguistics & Philosophy), Dr Therese Ferguson (School of Education), Miss Hilary Mullings (Medical Sciences-Forensics), Mr Gregory Williams, (Medical Sciences-Forensics).

Front Row, left to right: Dr Annette Crawford-Sykes (Medical Sciences, Department of Surgery, Radiology, Anaesthesia and Intensive Care), Miss Alison Facey (School of Physical Therapy), Dr Dave Hazel (UTCWI), Miss Loreen Walker (Faculty of Law), Dr Joseph Farquharson (Department of Language, Linguistics & Philosophy), Dr Natalie Medley (Medical Sciences- Obstetrics & Gynaecology) and Dr Mervin E. Chisholm (Coordinator, Centre for Excellence in Teaching and Learning).

Workshop at the Mona School of Business and Management



On December 4, 2017, the CETL offered a workshop for the regular faculty and adjunct faculty of the MSBM. The workshop was entitled “Teaching Strategies for Successfully Teaching in the UWI Classroom”. The Content that was dealt with by the workshop included classroom delivery, assessment and feedback. The workshop was well received and plans are now afoot to repeat the workshop for other faculty members of MSBM.

DM Residents Teaching Skills Development Workshop (Mona Campus and SCMR, Nassau, The Bahamas)



On January 23, 2018, the CETL partnered with the Faculty of Medical Sciences to host a workshop to provide training in the development of teaching skills for the DM Residents at the Mona Campus and at the School for Clinical Medicine and Research (SCMR) in Nassau, The Bahamas. The Students from SCMR joined by Zoom. These were largely the doctors who serve as clinical tutors for students pursuing undergraduate studies in medicine. They were introduced to the major concerns of planning for teaching, delivery, assessment and feedback in medical education.

DM Residents in a teaching skills workshop in January 2018 at the FMS Complex for Teaching and Research.

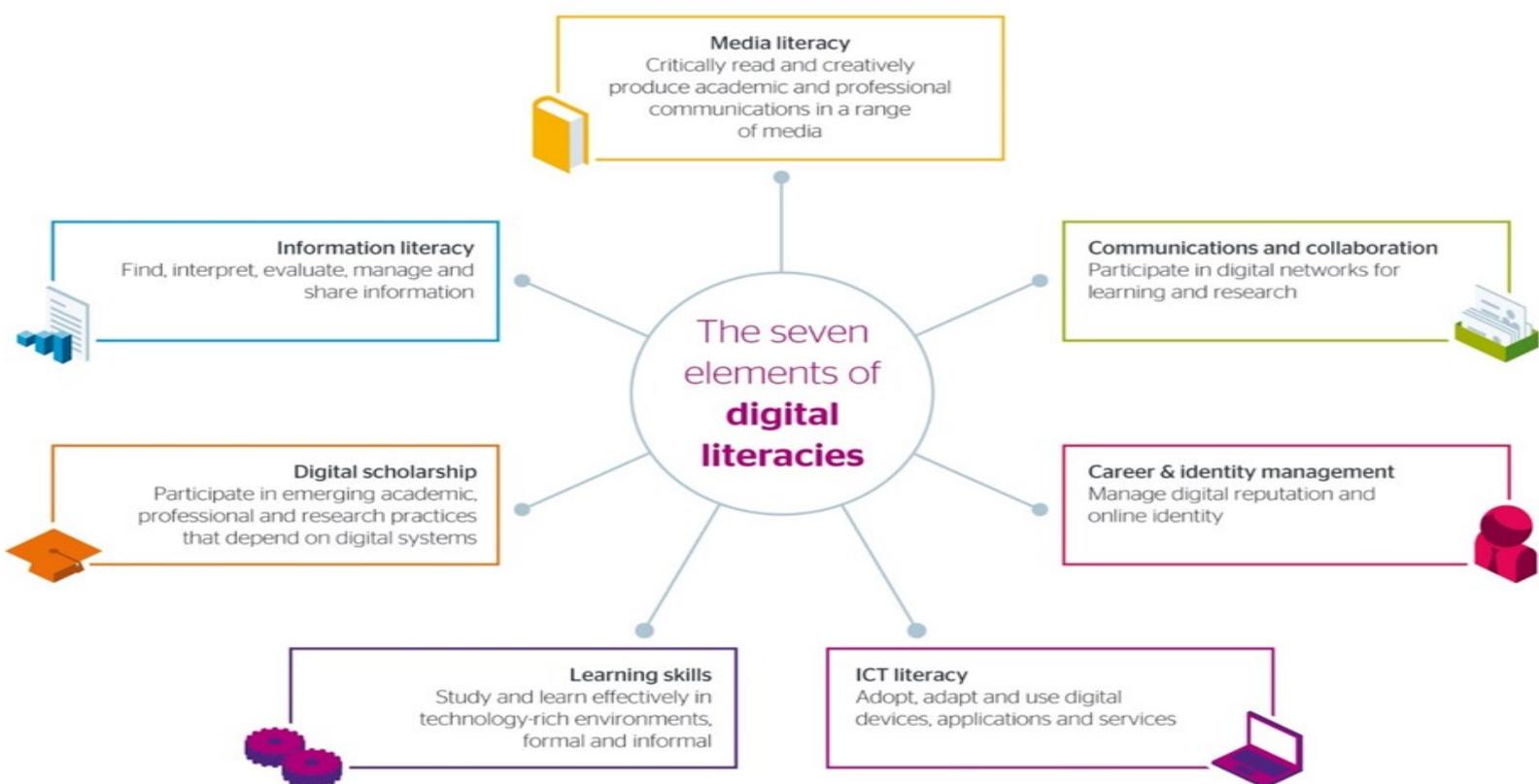


Embedding Digital Literacies in the UWI Classroom

Higher education today exists within the context of the digital landscape. In fact, the digital revolution has transformed higher education. There now exists new ways of studying the world. There can be no doubt that the development of digital capabilities is a fundamental requirement of existence in our world today. It is certainly intrinsic to academic programmes in the higher education landscape and universities have a responsibility to ensure that all graduates are digitally competent. With the proliferation of digital technologies, the effective and critical use of these 21st century technologies is as important as the art of writing once was in our world. Digital technologies permeate all forms of communication, representation and referencing.

Digital literacy', in the broadest sense, is "the capabilities required to thrive in and beyond education, in an age

having the confidence and agility to test and adopt a range of 21st century technologies to usages that advance the wellbeing and welfare of humanity. Seven elements of digital literacies have been identified (Jisc, 2012) and these have been communicated in the model below. These are digital scholarship, information literacy, media literacy, communications and collaboration, career and identity management, ICT literacy and learning skills. It has been made clear that this model was conceived at the intersection of digital knowhow and academic practice. In this regard, the model indicates that ICT literacy, for instance, is located within a community of literacies that are equally important and equally valuable to humankind. These provide the basis by which digital literacies might be developed and implemented in strategic ways and at the level of the practitioner.



when digital forms of information and communication predominate" (Littlejohn, Beetham & McGill, 2012, p. 547). It must be affirmed that digital literacy is more than having the capabilities associated with using ICT in today's world. To be digitally literate is also about having a richer set of digital behaviours, practices and identities. It incorporates the critical and evaluative approaches to information and digital technologies that support and enable the growth and development of lifelong learning. It is about using higher order critical thinking skills associated with the finding, managing, creating and sharing of information and data. Further, it also involves

What is the real nature of digital literacies in the university? Are our undergraduates digitally literate? It is easy to believe they are digitally literate since they are oftentimes referred to as digital natives. They spend a lot of their time texting, chatting online, surfing the net and using various social networking sites like Instagram. However, despite all of this and despite the fact that eLearning plays an enormous role in the life of universities today, there are those students who use the internet for academic pursuits in very limited ways. They might use it for instance, to download notes for their classes. Cont'd on Page 6

CARIMAC Workshop for 21st Century Teaching Skills

On January 15 and 16, 2018, the CETL hosted a Workshop for faculty of CARIMAC in association with Instructional Services (ISS). The workshop was held to facilitate the development of some important skills in the teaching of the 21st century learner. There was an introduction to some of the learning technologies at the UWI. Further, there were also sessions on planning the lesson, writing learning outcomes, teaching the lesson and assessment.



A group activity at the Special 21st Century Teaching Skills Workshop held at CARIMAC, January 15-16, 2018



Members of Faculty from CARIMAC attending the 2 day Special 21st Century Teaching Skills Workshop, January 15-16, 2018

via courses and co-curricular activities. Classroom teaching and learning can be advanced if digital technologies are intentionally used for engagement in and out of the classroom and that would mean that we have to use the available technologies for much more than just transmitting information through the learning management system or using email to send information to students.

At the UWI, there are various learning technologies that are available as we think about helping our students to develop digital literacy skills for academic pursuits. Some of the digital tools that are available include the learning management system, student response system, websites and generally the campus wide computing services. It is always good to remember that in using learning technologies, the learning outcomes must be taken into consideration and you must determine how the technology can be used to ensure the learning outcomes are realised in an efficient manner.

References

- Jisc (2012). Developing digital literacies: Briefing paper. Retrieved from: <http://www.jisc.ac.uk/media/documents/publications/b>
- Littlejohn, A., Beetham, H., & McGill, L. (2012). Learning at the digital frontier: a review of digital literacies in theory and practice. *Journal of Computer Assisted Learning*, 28, 547-556. doi.org/10.1111/j.1365-2729.2011.00474.x

Embedding Digital Literacies in the UWI Classroom

Cont'd from page 5

In this university, the various academic programmes have made provisions for academic skills and competencies to be inculcated in all learners. In the first place, they are embedded in the programmes through the various courses. Similarly, all our programmes should seek to embed digital literacies and develop skills and competencies in digital literacy through all programmes

Special Teaching Skills Workshop for the Western Jamaica Campus

On March 9 and 10, 2018, the CETL facilitated a Special Teaching Skills Workshop for the faculty of the Western Jamaica Campus in Montego Bay. The focus of the workshop was on developing greater competence in facilitating the learning of UWI student. Hence, issues such as planning, classroom assessment and feedback received attention. The two day workshop was well received and participants indicated how important it was to learn about classroom assessment techniques CATS which, they said they will use extensively in their formative assessment activities.

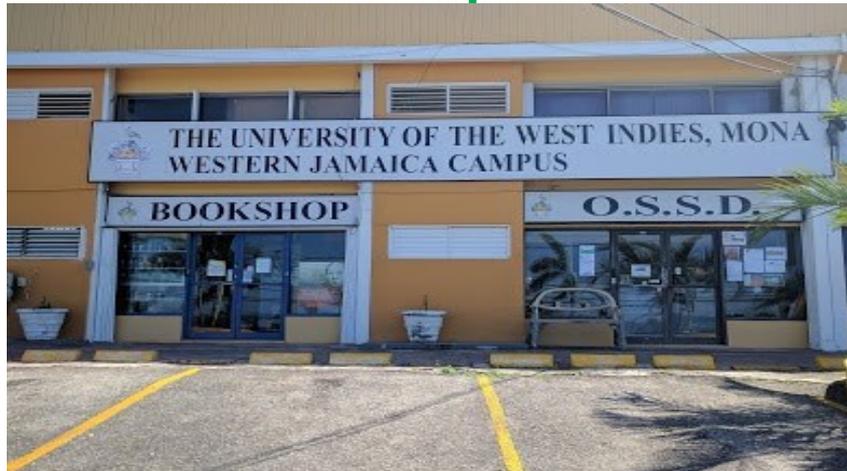


Image of the UWI, Western Jamaica Campus

The UWI/Guardian Group Premium Teaching Award

In November 2018, the UWI Mona Campus will award an outstanding faculty member the prestigious UWI/Guardian Group Premium Teaching Award for excellent teaching. Applications opened for the award in May 2018 and faculty members should indicate their interest by completing an application form (available from the CETL office or downloaded from the website) and return it to the CETL by May 31,

2018. The second section of the process will be the compilation of a teaching portfolio/dossier. This should be handed in by July 31, 2018. In order to properly complete the teaching portfolio, faculty are asked to schedule a consultation session with a faculty developer at the CETL so that the process can be explained and thoroughly discussed. In this session, further guidelines will also be provided on how you might successfully navigate the process of applying for this teaching award.



THE UNIVERSITY OF THE WEST INDIES
MONA CAMPUS, JAMAICA, WEST INDIES

The UWI/Guardian Group Premium Teaching Award 2018



NOW ACCEPTING APPLICATIONS



Dr. Helen Trotman-Edwards, 2016 UWI/Guardian Group Premium Teaching Award winner, collecting her award from Mrs. Alicia Foster, Vice President, Employee Benefits & Administration of Guardian Life Limited, Jamaica.

The Centre for Excellence in Teaching and Learning in association with the Guardian Group invites faculty members to apply for the Biennial Premium Teaching Award, 2018.

The Premium Teaching Award is the most distinguished Teaching Award offered by the Mona Campus.

For further details on the application process and the Portfolio Development Workshop (to gain insights on the preparation of the applicant's teaching portfolio)

contact the CETL by May 25, 2018.

Call: 935-8341, Ext: 2341/2730 or Email: cetl@uwimona.edu.jm

