



Course Design Workshop GeSt Internship, CEU

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Workshop principles

- **content before format/ implementation**
- **contextualization**
- work on **concrete cases** (learning by doing) but/and develop **transferable skills**
- **discussion of trends**, best practices, lessons learnt
- best if done in **discipline-specific groups** (peer learning)



Topics to be covered

1. principles of (innovative) course design
2. course design process - steps, factors
3. aims/goals and objectives/learning outcomes
4. purpose and selection of readings
5. structuring the course (content)
6. assessing student learning
7. syllabus – parts

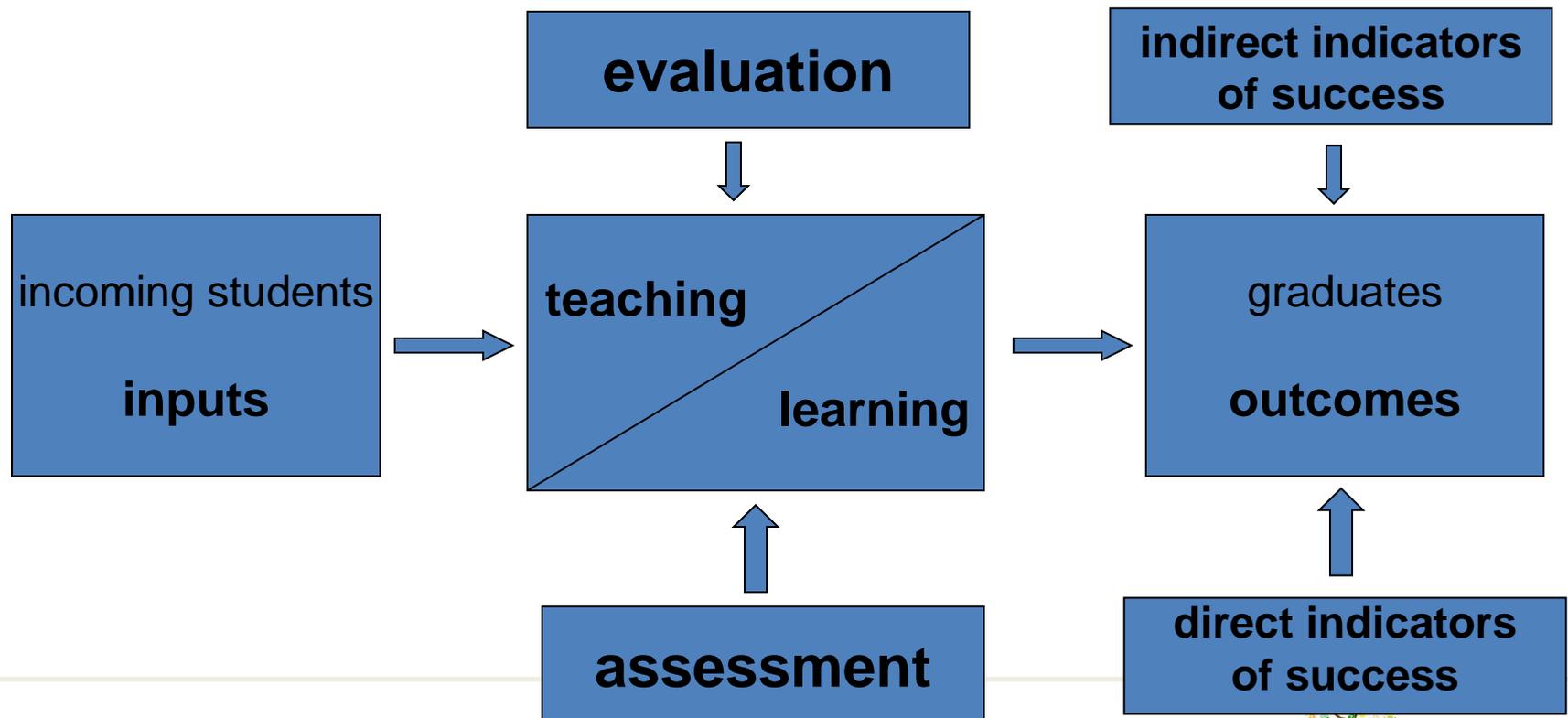


Principles of innovative course/curriculum building:

- **learning/outcomes oriented**
- parts are **aligned to outcomes**
- fitting the purpose: starting from program goals/**mission**
- **research-informed**: incorporating **state-of-the art** in the discipline
- **contextual/tailor-made**: addressing **local and global needs** (society/labor market, academic world)
- **student/learning centered**
- **efficient use of resources**

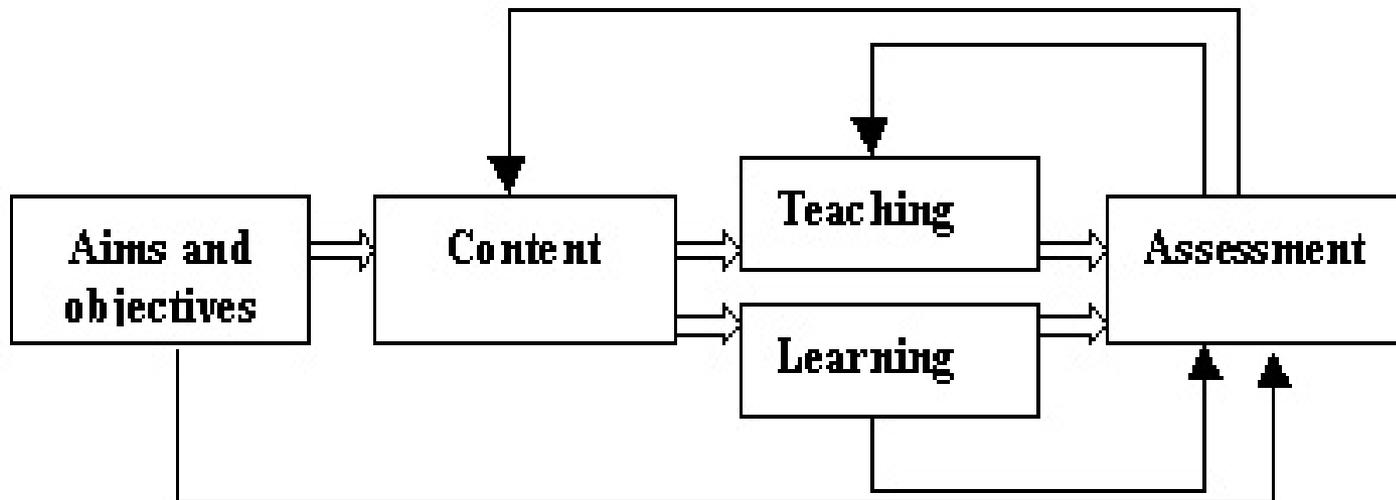


Outcomes Assessment Model and its monitoring/evaluation



Alignment

- *components in your course (content, structure, teaching methods, assignments, assessment) are aligned to the intended outcomes ► “backwards design”.*



Definition of SCL

„represents both a mindset and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem solving, critical thinking and reflective thinking.”

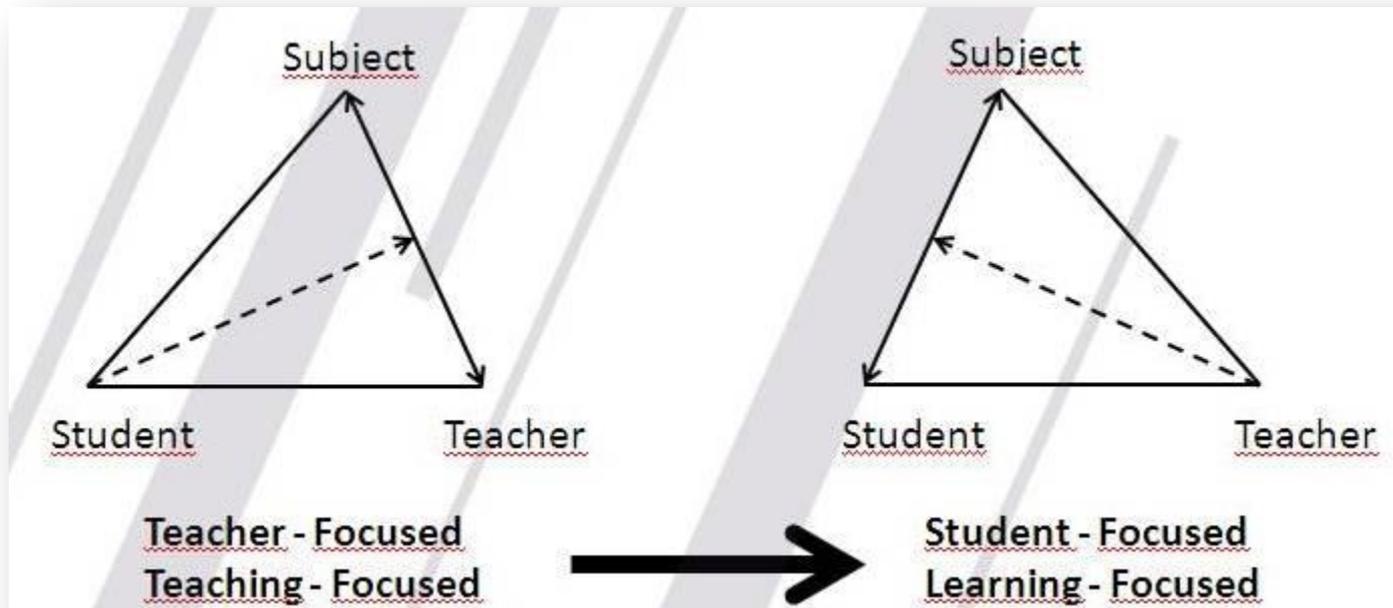


Approaches/principles

- **active** rather than passive learning
- **deep** rather than surface (or strategic) learning
- learner: **increased responsibility, accountability, autonomy**
- **interdependence** and mutual respect within teacher-learner relationship
- **reflexivity** in both learning and teaching



What does student-centered teaching mean?



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How to make the course/curriculum student/learning centered?

- **flexibility** in course offerings (optional/elective)
- attaching **credits** to courses based on **student workload** (not on teacher's contact hours)
- **problem-based** learning, **skills/competence** developed
- individual **needs/interests** addressed
- teachers as **facilitators**, fewer contact hours, **independent** learning
- **ongoing assessment** of learning, effective **feedback**
- student **involvement in quality assurance/evaluation**

- see also: Barr, Robert B. and Tagg, John, "A New Paradigm for Undergraduate Education," *Change*, Vol. 27, No. 6, November/December 1995.



Feminist pedagogy (three pillars)

- **Resisting hierarchy**: the students also deliver 'content' and influence the design of the class
- **Using experience as a resource**: the students' and teachers' own experiences are used as 'learning materials'
- **Transformative learning**: class participants (students *and* teachers) not just acquire new knowledge, but their thinking shifts in new directions. personal interpretations of experience or of social phenomena can be re-read and validated in new, critical ways.



Feminist pedagogy –manifestations:

Course Content and Material allows students

- to examine (as well as create) information
- to examine different ways of discovering
- to practice the art of skepticism
- to enhance problem solving skills

Classroom Environment

relies on democracy, diversity of the student body, seeks to incorporate each individual into discussions, diverse inputs, analysis, critical thinking

Assignments-Assessment

- focus on discovery and encourage students to use their personal experience
- collaboration and peer review
- personal responses, construction of knowledge



Define the aims and learning outcomes of the course

*learning in higher education =
= to acquire knowledge + skills + (cap)abilities +
attitudes+values*

How does your course contribute to the following qualities of graduates?

Types of learning outcomes:

generic attributes (cognitive skills)
shared attributes (general social sciences)
field/discipline-specific (subject matter)
professional/job related skills – “transferable skills”



Define aims and objectives of the course

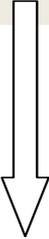
*learning in higher education =
= to acquire knowledge + skills + (cap)abilities +
attitudes+values*

Aims (purpose) of the course: general statements of educational intention, (what is in general terms that you are trying to achieve with this course? Your intentions as a scholar and teacher)

Learning outcomes (objectives): specific statements of what students are expected to learn (in ideal case what should a student - who took your course - know and be able to do at the end of the course?) – achievable and measurable



Types of course objectives (based on Bloom's taxonomy)



Cognitive objectives	Affective objectives
Knowledge	Receiving
Comprehension	Responding
Application	Valuing
Analysis	Organizing
Synthesis	Characterizing (internalizing)
Evaluation	
<i>Generating</i>	<i>Abstracting</i>
<i>Theorizing</i>	

Verbs frequently used in formulating learning outcomes

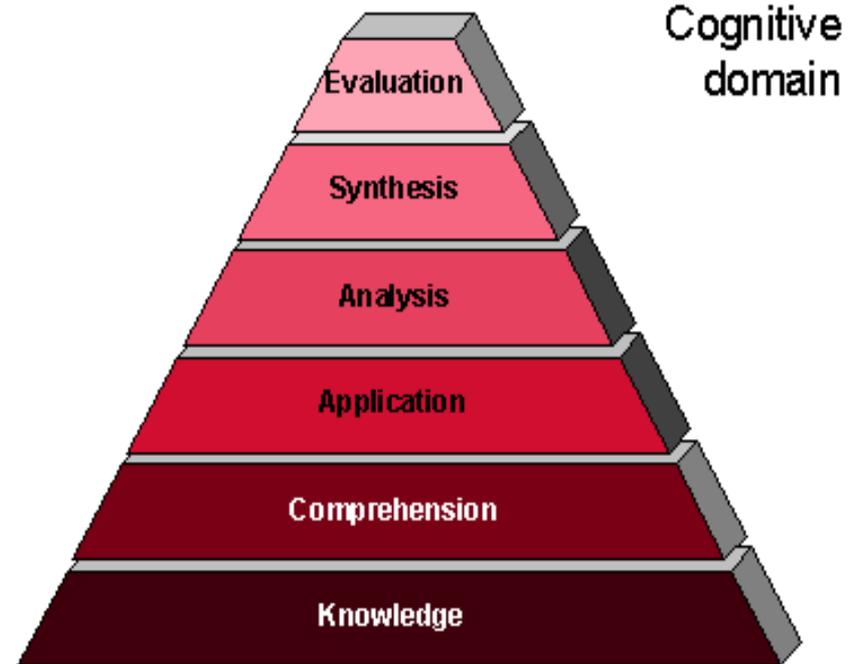
Difficult to measure (many interpretations)	Easier to measure (fewer interpretations)
To know	To identify
To (really) understand	To differentiate
To (fully) appreciate	To solve
To grasp the significance	To contrast
To enjoy	To construct
To believe	To list
	To compare



Bloom's taxonomy of cognitive skills (Bloom, 1956)

Missing:

- 📄 generating
- 📄 theorizing



ATHERTON J S (2003) *Learning and Teaching: Bloom's taxonomy* [On-line] UK: Available: <http://www.learningandteaching.info/learning/bloomtax.htm> Accessed: 18 October 2004

Example of Course Aims:

- to develop students' ability** to critically think and analyze issues of gender and communication.
- to examine** theoretical perspectives used to explain gender phenomena, gender socialization, male and female interactions and stereotypes. It examines the influence of gender in our lives by utilizing various tools including films, guest speakers, lectures, in-class exercises and class discussion.
- to provide** an understanding of the basic verbal communication differences between men and women
(Gender and Communication, Hayat NACIRI)



Possible formulations of course aims: (indication of hidden teaching philosophy)

- the course provides...
- aims to introduce (to) students...
- it highlights...
- intends to develop students' understanding of ...
- will discuss with students...
- to discover the complexity...
- to explore with students ...



Example of Learning Outcomes (by the end of the course students should be able to):

- Understand the difference between sex and gender. •
- **Identify** the multiplicity of feminisms. •
- **Discuss** prominent theories used in the study of gender and communication. •
- **Identify** the major theorists in gender and communication research. •
- **Identify** the various methods used to study gender communication. •
- **Describe** masculine and feminine speaking styles. •
- **Recognize** the impact of gender on nonverbal communication. •

(Gender and Communication, Hayat NACIRI)

Some “problematic” examples...

Students will gain/will have:

- better understanding of ...
- independent thinking on ...
- comprehensive knowledge of...
- advanced understanding
- deep knowledge...
- familiarity with...

Students should be able to:

- understand the main issues
- be familiar with various aspects
- know more
- know the main concepts
- show awareness



How to use the readings? What is their purpose?

Timing

1. Before lecture/seminar?
2. After lecture/seminar?
3. Between lecture and seminar?

Options

4. Can students choose what to read?
5. All students read the mandatory, few students read the optional readings?

Assessment

6. Are students checked whether they have read the readings? How? Is it graded?
7. Are assignments/assessment linked to readings? Directly or indirectly?



Major criteria in selecting readings/course materials for your course

- **material to be covered/discussed in class**
- **material that is not covered/discussed in class**

- **match your own point of view**
- **different than your own point of view**

- **currency of content**

- **coherence and clarity of content**

- **level of difficulty**

- **students' interest**

- **student's workload**

- **availability, easy access**



Major types of course structures*

1. Follows the existing logic of the subject matter, its organizing principle

- *time*: chronological development (basic history course)
- *spatial relationship*: local, regional, national, global
- *causal*: cause-effect (evolutionist)
- *scale of operations*: micro-, macro-, international (economics)
- *simple to complex*
- *processes*: follows real-life events (legal studies)

2. Role- and competency-based

subjects grouped around skills and abilities that the course intends to develop - “psychological structure” rather than “logical structure”

* Toohey, S. (2000) *Designing Courses for Higher Education*, The Society for Research into Higher Education & Open University Press

Major types of course structures*

3. Project- or problem-based

*situation that students will meet in professional practice
knowledge they need to progress towards a solution*

4. Cognitive structure based on key concepts

For example:

revolution in history

hegemony in political science

ecosystems in biology

5. Hybrid structures

* Toohey, S. (2000) *Designing Courses for Higher Education*, The Society for Research into Higher Education & Open University Press



The syllabus ...

(“Contract with students, course project, strategy, study guide, map, menu, users’ manual”)

- shows that the course has been *planned, thought over*
- should include information that students need to have *at the beginning of the course* and information that needs to be *in writing*
- is a *basic document for course evaluation*
- helps students to *assess their readiness* for your course;
- acquaints students with the *logistics* of the course;
- defines student *responsibilities* for successful course work;
- ;



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Syllabus

I. Introduction

- a. Locating the content of the course within the discipline
- b. Locating the course within the curriculum
- c. Student's assumed knowledge basis for course participation

II-III. Aims and learning outcomes

- a. Academic Aims, Goals
- b. Learning Outcomes (Objectives)

IV. Structure of the course

V. Teaching Methodology

VI. Course content and readings (weekly breakdown of topics)

- a. Lecture Synopsis - A paragraph outlining the objectives and content of each lecture
- b. Seminar/Tutorial Synopsis - A paragraph outlining the objective and content of each seminar/tutorial.

VII Assessment

Methods, format, weight, grading criteria

VIII. Readings list

mandatory – realistic! - and recommended



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Acknowledgements:

The general concept of this course was developed in exchanges with... (*3 fellow teachers*). The section on course objectives is a nearly direct borrowing from the predecessor of this course, i.e (*colleague*)'s 'Methods and Research Design' for PhD students in IR and European Studies. (*3 PhD students*) offered a number of thoughts and comments on the initial concept that helped refining and expanding the agenda. (XY) was very helpful in selecting readings and developing concepts for the sessions on interpretive methods and discourse analysis. (*4 colleagues*) gave valuable advice on readings, methods and topics that may be of particular interest to public policy scholars, while (*4 other colleagues*) offered various suggestions on readings in the philosophy of science and methodology. (XXYY) kindly agreed to let his dissertation be used as a course reading. Thanks are due to all of them for the advice and encouragement.

(17 persons mentioned)



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Students' assessment



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Assessment

Etymology: **Ad sedere (lat.) = to sit beside**
(providing guidance and feedback to the learner)

Definition

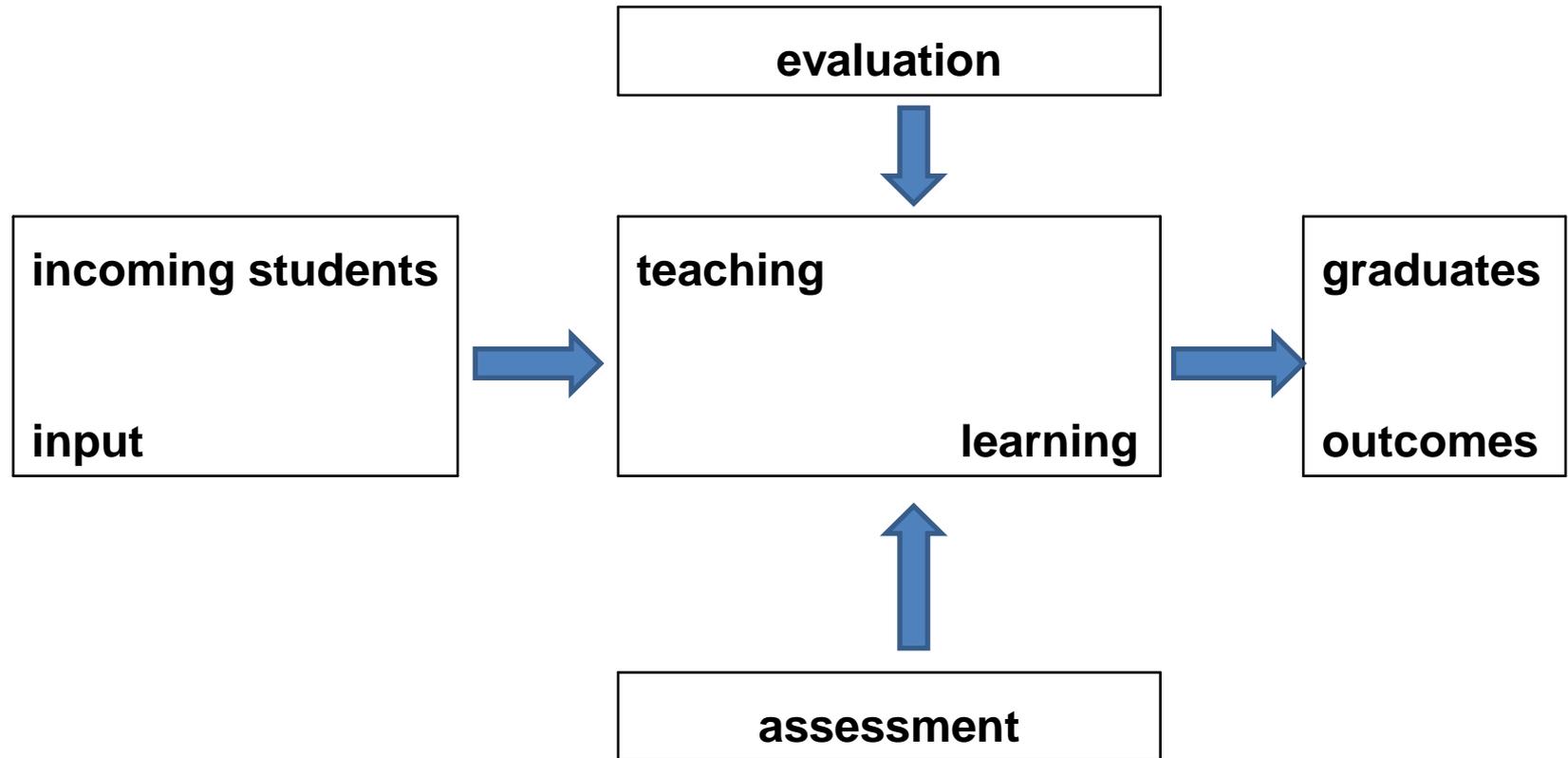
- The **tasks** we set for students and **the way** in which we **mark** these tasks (grades, criteria)
- **System of measuring student learning** and the fulfillment of learning outcomes



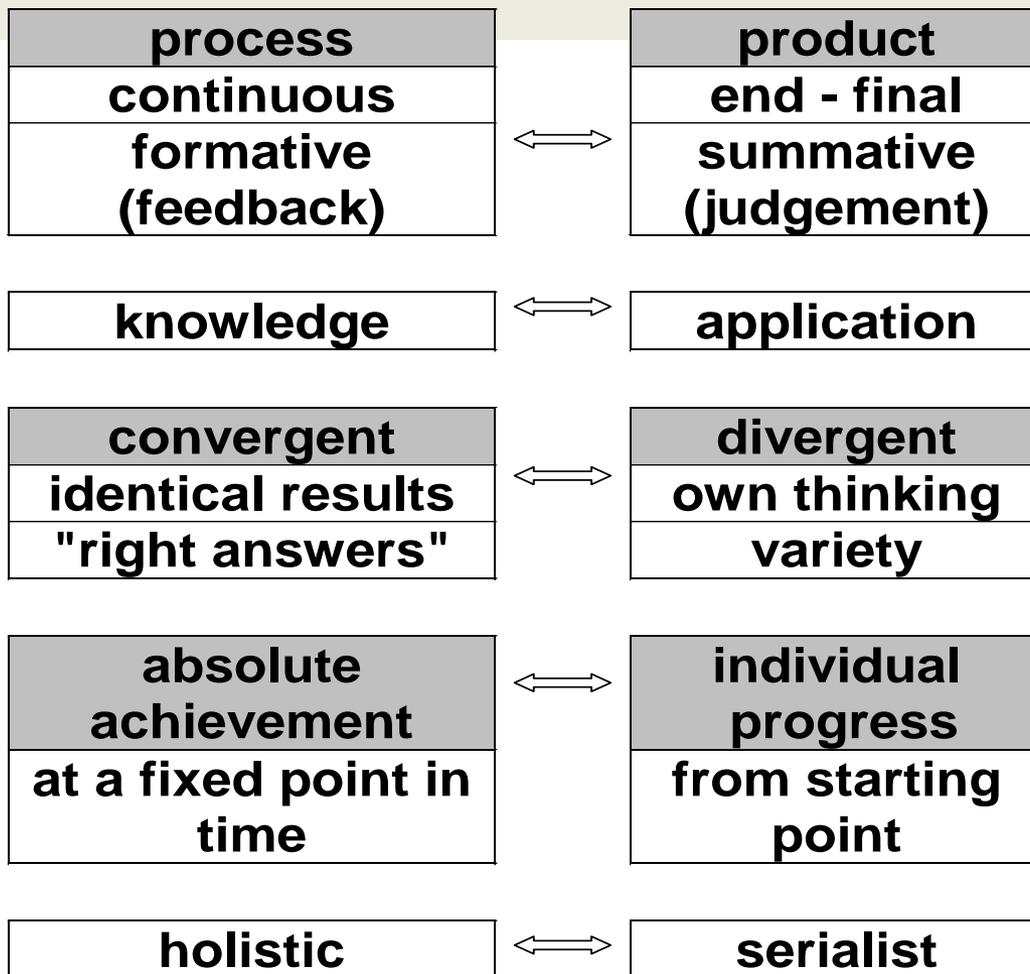
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Assessment in Higher Education



What to assess?



Imagine that you do not need to assess your students, only if you want to. What would you do? Why?

1. I would not assess them

2. I would still assess what they learned, but only give them pass or fail

3. I would assess them and grade them according to pre-defined criteria

4. I would assess them and grade the class “along the curve”



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Assessment and student learning

- *assessment* of *learning*
- *assessment* for *learning*
- *assessment* as *learning*

(Cohen, 2008)



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Role of assessment

1. *To classify or grade students* (often as an administrative task)
2. *To enable student progression* (access to further studies, readiness for a more advanced work)
3. *To guide improvement* (feedback on what needs to be improved)
4. *To facilitate students' choice of options* (what he or she is good at)
5. *To diagnose faults and enable students to rectify mistakes* (feedback)
6. *To give teachers feedback on the successes/failures of teaching* (what has been learnt)
7. *To motivate students* (by acknowledging progress, mastery)
8. *To provide statistics* (for course evaluation, etc.)
9. *To enhance the development of skills and learning in students* (assessment as part of the learning itself – learning by doing)

What is your criteria in selecting the assessment for your course

	demanding – to assure quality and be able to differentiate
	efficient – feasible, doesn't take all of your or your students' time
	fair – students should have equal opportunity to succeed (the form of assessment should not discriminate against certain students)
	formative - needs to be a means of delivering feedback
	incremental – small units of assessment to build up into a final grade
	reliable – they should be marked to the same standard (to which extent the results can be trusted, are there clear criteria for assessment)
	timely – done at various points in time to allow for formative feedback
	valid – it should assess what you want to measure (the extent to which the assessment measures the learning outcomes of the course)



Assessment Criteria

Homo Australopithecus to his sons:

“*Go out and kill your first bear.*” (a *pass-fail* exercise) – criterion referenced

“*Go out and kill as many bears as you can.*” (rank order) – norm referenced

Criterion-referenced – did the student learn what needed to be learnt?, fit with the objectives of the course, “mastery learning”, “judgement about individual performance,” absolute, used mainly at post-graduate level, encourages cooperation

Norm-referenced - which students performed better than the others, position in the class, rank students, “bell curve”, top 10 percent in the class, grade distribution, etc.) – “judgement about people’s place within a group,” relative, used mainly at undergraduate level, encourages competition



Types of assessment

Objective tests: multiple choice, true/false, and short answer

Good:

- good for measuring knowledge and understanding
- allows broad coverage of topics
- easy and quick to mark
- no comments needed, feedback is easy (though superficial)
- highly reliable

Bad:

- cannot assess abilities to construct an argument or display original thinking
- expensive to design and produce
- stressful (time limit)

(Computer based assignments, computer marking, computer feedback)

Oral Exams

Good:

- Very personal
- You can ask further questions (deep or surface learning?)
- Assesses oral fluency and comprehension
- Assesses some interpersonal skills
- Assesses ability to think quickly and diagnose problems
- Immediate, oral feedback, comments

Bad:

- Based on memorizing
- No anonymity, therefore not objective
- Time consuming
- Justifying the grade (reliability) – cannot be reproduced, no record
- No assessment of writing skills



Traditional Written Exams

Good:

- Structured format
- More time and space to say what the student knows
- Assessing writing skills
- Analytical skills (in case of essay type questions)
- Assessing large group of students
- Quick and easy to design

Bad:

- Not everybody is good at exams!
- Memorising
- Cheating
- You cannot ask further questions
- They do not encourage students' appetite for learning
- Feedback to students is minimal
- Exams do not help learners find out what they have learned
- Markers mark quickly and are often tired and bored
- Surface learning
- No relationship to real life
- No relationship to postgraduate study



Useful Tips:

1. Set questions that seek to discover **what has been learned**, rather than **what has been taught**
2. Keep the **language simple and unambiguous**
3. Give the rubric to the students in class before the exam. Explain it to them.
4. Avoid **trick questions**
5. Think about **what a student would need to do** to answer each question effectively
6. Have a **revision class** on materials covered
7. Have an **exam preparation** class. You can do this in 3 steps:
 - display one question and have the class brainstorm answers, then give a model answer
 - give two or three old questions and have the students create essay plans individually
 - then give the class one question to try under exam conditions
8. Ensure that the students have some **practice exam questions to try** at home covering all aspects of the course



'Open Book' Exams

- The exam allows student to take in their textbooks.
- Emphasis is not on 'what students can remember', but how they can **use** the material that they have studied.
- **Analysis** is very important in this format.
- Designed to measure problem solving abilities and the application and interpretation of knowledge, rather than finding the right answer in the book.

'Thinking' Exams

One **large topic** which all students must answer. So they have 3 hours (for instance) to write one large essay. It is suggested that they take one hour to think, write notes and prepare a structure for the essay. Then two hours writing. This is a challenging format that requires students to bring together **many different** elements of the course, use their 'brains', and their analytical skills.



'Take-Home' or Seen Exams

Students are given the exam paper and take it home or see the exam paper beforehand. Normally they have two days to a week to finish and submit, or before they sit the exam.

Good:

- No luck
- Less anxiety so higher quality
- Test more the abilities to research, use resources, etc.

Bad:

- Disruptive of other courses or exams
- Likelihood of cheating and/or plagiarism



Exam rubric (example):

Written exam consists of **two essay questions** that are intended to allow you to synthesize ideas from throughout the course.

- One essay-type question will be **common for all** students.
- The second one will be **your choice** from a list of questions.

Each essay will receive a maximum of 25 points; total points possible are 50.

Passing score: 38 (out of the possible 50 points).

The essays will be assessed using the following rubric:

Rubric for written assignments

A. Content

Outstanding:	18-20 points
Good:	14-17 points
Average:	11-13 points
Poor:	0-10 points

The content of the answer (mini-essay) will be evaluated on the basis of:

- **adequate attention to all portions of the question**
- **relevance to classroom practice**
- **justification of ideas**
- **clear argument with appropriate examples**
- **thoughtful references to authoritative sources**



Rubric for written assignments

B. Writing (format, structure, language, spelling)

5 points

- Well organized; carefully reasoned
- Good sense of unity, clarity, and coherence
- Varied and appropriate word usage
- Developed sentence structure
- Few, if any, grammatical or spelling errors

3-4 points

- Essay is organized, but not carefully reasoned
- Adequate unity, clarity, and coherence
- Appropriate word usage and sentence structure
- Minimal grammatical and spelling errors

0-2 points

- Poorly organized, bad logic, superfluous ideas
- Little unity, clarity, and coherence
- Poor word usage
- Numerous grammatical and spelling errors



Guide To Essay-Type Questions

95% of essay questions contain **certain words which reveal how much work is required** for an "A" grade. For example:

*“Reading the media is based on studying myths, codes and discourses. **Discuss.**”*

List Number of Words: 20

Use no structure at all, simply list the points required. Extra marks may sometimes be given for ordering the list.

Identify Number of Words: 50

As above, but attempt to link items in sequence, possibly giving a reason why.

Outline Number of Words: 200

Identify the key points, but add something relevant about each.

Describe Number of Words: 600

As above, but think about more exact and more detailed characteristics of the topic.



Discuss Number of Words: 2000

The most favorite essay question type. The good marks can only be achieved by voicing your own opinion on the subject matter. In the probable case when you don't have your own opinion, use the opinions stated by any of the recommended texts' authors. Be assertive; make it sound like you know what you're talking about.

Explain Number of Words: 4000

As Discuss, but give more detail, using examples and colorful case studies/diagrams, etc. Don't forget the accepted format of essays which is - introduction, main body, conclusion - which really means, "say what you're going to talk about", "talk about it", and "say what you said."

Prove Number of Words: 5000

Carefully examine the question which should give you the answer you need to prove. Write down lots of ideas, create a draft. Use strong arguments, be original, use evidence, examples, etc.

<http://www.galactic-guide.com/articles/2R183.html> Author: Chris Thomas



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Essays

Good:

- analytical Skills must be used
- students can show their real ability (not their skill at writing quickly)
- developing academic writing skills
- encourages critical thinking
- some degree of originality
- deep understanding of the subject
-



Essays – typical problems

- NO RELATION TO COURSE CONTENT AND READINGS
- NO MAIN RESEARCH QUESTION AND/OR THESIS
- POOR STRUCTURING
- LACK OF LOGIC AND ARGUMENTATION
- TOO BROAD
- PLAGIARISM
- LAY OR POOR LANGUAGE (TERMINOLOGY, CITATIONS, STYLE, GRAMMAR, SPELLING)



- **Preparation for essays:**
 - -summaries
 - -reflection papers
 - -AQCI papers (argument, question, connections, implications)
 - -(guided) essays
 - -essay-type questions
-
- **Further tips:**
 - A. BREAK INTO PARTS THROUGHOUT THE SEMESTER
 - (1) proposal
 - (2) annotated bibliography
 - (3) literature review
 - (4) essay draft/s
 - (5) final essay
-
- B. Give out old essays
 - C. Re-writes

ESSAYS – possible criteria

You have an effective **thesis** (an argument which you wish to make in the essay)

You express your thesis **clearly** and succinctly at the beginning of the essay, go on to **explore the argument** during the main body of the piece, before returning in a direct manner to the thesis in the conclusion.

Your essay is **clearly structured** and progresses in a **logical** manner

You discuss the chosen theory in a manner which shows that you **understand** that **theory** sufficiently for the needs of your essay. If you show more advanced understanding, further marks will be added. If you can examine the theory critically and add your own comments and ideas, further marks will be added.

Your essay uses **primary and secondary** texts from the Course Reader.

You have clearly **read and understood** the relevant primary and secondary **texts** from the Reader.

You know **how to use sources effectively** to advance your discussion or ideas.

You can **clearly reference** your sources.

You **do not plagiarize**.



Role play essays

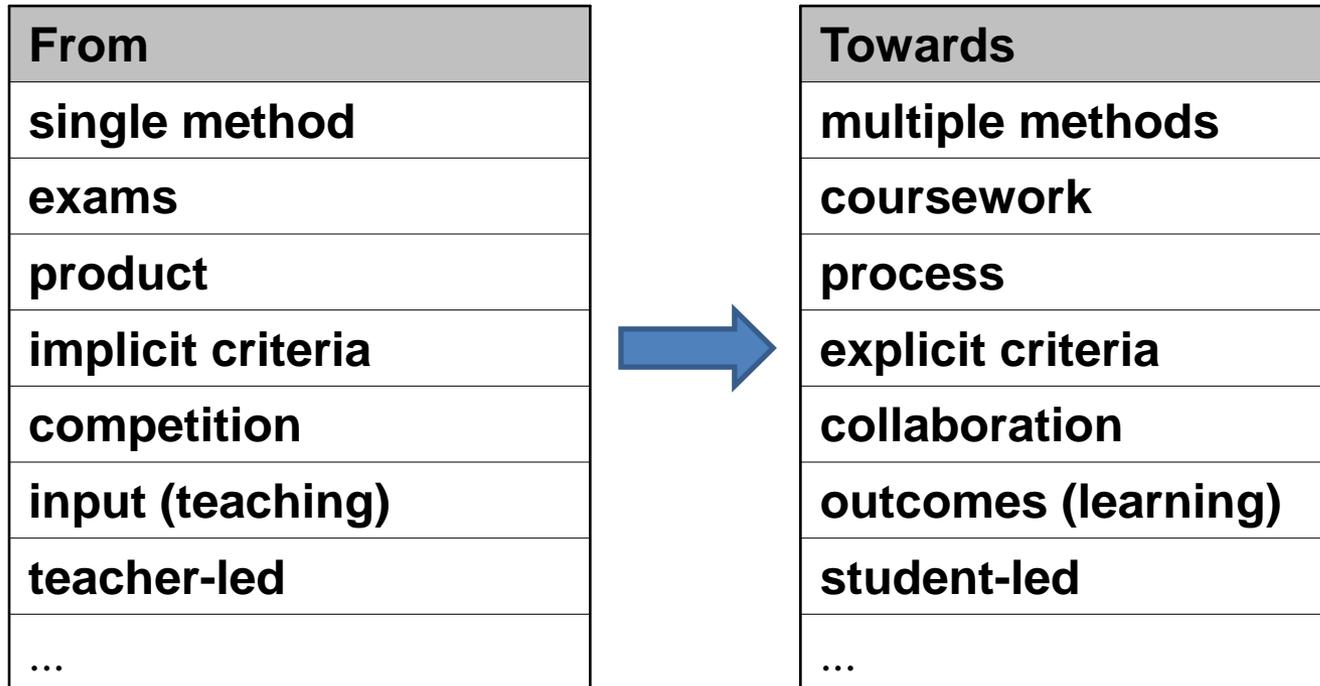
- Helps students to see the relevance of the task, and to take a personal interest in it
- Writing becomes more natural and fluent
- It changes students' attitudes to questions

Ex.1: Write a letter to the Minister of Education protesting about the lack of schools in your county, giving sociological arguments and emphasizing evidence in government reports

Ex.2: You have inherited your uncle's urban estate and are considering whether it would be more profitable to sell the property quickly or to wait and speculate. Describe some of the factors you would consider in making your decision.

Trends in assessment*

Innovative assessment methods



* Brown, G.; Bull, J. and Pendlebury, M. (1997) *Assessing Student learning in Higher Education*, London: Routledge (p. 13)



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Characteristics of innovative assessment methods

- student centered
- motivating (interesting)
- intellectually challenging (difficult)
- developing skills relevant for the discipline (assessment as learning, “learning by doing”)
- holistic, complex, “real life”
- developing responsibility for quality
- “natural”: timely, logical, clear
- allowing for personal development (individuality, addressing specific needs)

Student Portfolios

The term comes from fine art and graphic design. Now used to support '**learning-by-doing**' and **reflection**.

A collection of materials provided by the student in a file, along with reflections. Can be used at university level, departmental level, or individual course level.

It might include:

Essays, critiques, short reflections, fieldwork, major projects, theoretical pieces, practical pieces, conference papers, book reviews, annotated bibliography, audio and video clips, reflective notes, diaries, etc. + written explanation of the importance of each entry



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Student Portfolios

Good:

They can provide evidence of what students are doing outside in relation to the course

- They encourage 'want to learn' behavior
- They can give students greater control over their own assessment
- They provide the tutor with an opportunity to monitor ongoing performance and progress
- They should encourage reflection and self-assessment

Bad:

Assignments must be carefully designed

- Bad feedback can be very demoralizing
- Total freedom can produce personal reflection of a non-academic nature
- Time consuming for students



Student Portfolios

Example 1:

4-8 pieces of work

Total of 4,000 words

Interim due date: 1 November

Final due date: February 15

On this module you will be expected to do a number of pieces of written coursework in workshops, lectures and seminars. These pieces of writing could be, for example:

- the exploration of an idea / issue / theory presented on the module
- notes on a seminar discussion
- your response to one of the readings
- a piece of initiative writing based on one of the set texts

A selection of 4-8 pieces should be handed in as a portfolio on the final due date. The pieces may be of varying length but should total approximately 4,000 words. They should also cover a range of aspects of the module and a range of types of writing and demonstrate some kind of coherence.



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Student Portfolios

Example 2:

Your portfolio should include the following items:

1. two works that show growth as a critical thinker (one done early, and one done later)
2. a work that shows interdisciplinary thinking
3. a work that shows your knowledge of cross cultural matters related to ethnic minorities/gender issues
4. a work that shows your skills in using scientific research methods



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Group Projects

Advantages:

- Allows students to demonstrate what they CAN do
- Students can reference each other's work, consult lecturers and other sources of information
- Enables students to explore deeply a topic
- Good to measure wide range of abilities (practical, analytical, interpretative, interpersonal)
- Wide application of knowledge and understanding to real or simulated situations
- Develops management skills, cooperative teamwork skills, leadership skills
- Motivation can be very high!
- Looks at both process and product
- Personal ownership of learning
- Cooperation with stakeholders



Group Projects

Disadvantages:

- Time consuming to design and set up.
- Marking for grading can be complicated and time-consuming (can be reduced by self or peer assessment).
- Monitoring and feedback
- Plagiarism
- Technical difficulties

Tips:

1. Formulate project topics jointly with students – take into account their interests
2. Put aside time for students to form networks in the classroom
3. Suggest activities that they can do without you
4. Practice group work in the classroom
5. Put aside time at the beginning of class to answer questions that have arisen from the groups



Assessing group work

Option 1. The instructor gives one grade to the whole group based on the “product”. Every participant of the group will get the same grade irrespective of the contribution they have made



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Assessing group work

Option 2. The instructor gives one grade to the whole group, based on the “product”. This will be considered as an average. It will then be up to the group to decide, who in the group gets what grade. However, the average must equal the instructor’s grade.

For example, the group gets B for their final product. There are five members in the group. They decide that one gets C (2), one gets A (4), one gets B+ (3.33), one gets A- (3.66), one gets C+ (2.33). The average is $2+4+3.33+3.66+2.33= 15.33 /5 = 3.066$ (B).



Assessing group work

Option 3. Three-fold group assessment. The instructor gives a grade to the group's final product, group members give a grade to each other, and each group member gives a grade to him/herself, and justifies it. Every student's grade is then a combination of: 50% instructor's grade, 30% average of peer grades, and 20% of self-assigned grade.

Group Projects - *Example:*

Process	Group	Teacher
<i>Session 1</i>	<i>3-4 member groups are formed</i>	<i>Introducing the project (description, objectives, criteria, principles, etc)</i>
<i>Session 2</i>	<i>Comes up with 3 proposals for projects</i>	<i>Selects one from each group</i>
<i>Session 3</i>	<i>Provides specific information on design</i>	<i>Comments on proposals</i>
<i>Session 4</i>	<i>Respond to comments</i>	<i>Discusses new elements</i>
<i>Session 5</i>	<i>Submit drafts</i>	<i>Feedback</i>
<i>Session 6</i>	<i>Submit final result, peer assessment</i>	<i>Gives final summative mark</i>



Criteria	Myself	Colleague 1	Colleague 2	Colleague 3
Ability to arrive at consensus				
Giving and accepting support				
Attendance and time-keeping				
Application – taking share of work				
Generate good ideas				
Solve problems				
Gathering data				
Researching for new information				
Writing the draft				
Final version				
<p>Please complete your assessment for everyone’s contribution to the project, including your own. Provide a mark out of 10.</p> <p>10-9 Outstanding 8-7 Very good 6-5 Good 4-3 Satisfactory 2-1 Unsatisfactory 0 Not at all</p>				



Assessing group-work (dynamics) by its members

Group number : _____

Most of our meetings were confused	1 2 3 4 5	Most of our meetings were well organized
We often got side-tracked during discussions	1 2 3 4 5	We stuck to the task most of the time
We did not listen to each other	1 2 3 4 5	We did listen to each other
Some talked to much, some did not talk enough	1 2 3 4 5	We all contributed to the discussion
We did not think through our ideas sufficiently	1 2 3 4 5	We thought through our ideas well
Some got aggressive and some got upset	1 2 3 4 5	We were able to discuss and argue without rancour
Most of us seemed to be bored by the discussion	1 2 3 4 5	Most of us seemed to enjoy the discussion
The group work did not improve our discussions skills	1 2 3 4 5	We did improve our discussions skills
Most of us did not learn much	1 2 3 4 5	Most of us did learn through our group work

Self-assessment

Qualities of students' self-assessment:

- attitude of inquiry (critical thinking)
- integration of learning (constructing knowledge)
- meaning and relevance (relation to their lives)
- self-directedness (aware of themselves as learners, become tutors of their own)

Example:

This assessment is aimed at achieving the following:

1. To encourage you to assess your understanding of the weekly topic and how you can most effectively study. This questionnaire provides you with a diagnostic tool, which will answer:

'what do I need to study further?'

'what elements require the further help of the teacher for me to understand?'

'what elements of the teaching help me most / which do not help me?'

2. To encourage learning and understanding which will remain with you after the end of the week. Reflecting on a topic in a disciplined manner through writing shortly after the end of the week's teaching and studying will promote retention of your ideas, thoughts and knowledge.
3. To provide me, the teacher, with a diagnostic tool.



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Assessment Criteria

- You filled in your questionnaire every week (!).
- You answered the questions in a full manner (i.e. not ‘Yes’ or ‘No’). Answering in full shows that you took the exercise seriously .
- Your questionnaires show serious reflection on your learning: you are attempting every week to examine what you do or do not understand, what you need to work further on
- Your questionnaires show that you are attempting to progress. You are not only identifying your problems, but trying to solve them (by reviewing the lecture handout, by reading more etc) and attempting to see how they change over the period of the course.

Questions:

- Which of the five theoretical perspectives studied has most interested you? Why?
- Which of them have you understood least? Why?
- What did you enjoy most about Foucault’s “Madness and civilization: a history of insanity in the age of reason”?
- What did you find most difficult in it?
- What was the most unhelpful piece you have read this week?
- What are the three most important things you learned during the seminar on “Structuration theory”?



Field work (projects)

Advantages:

- Focusing on skills relevant to the subject, skills that students will need in their careers or post-graduate education (research skills) – professional experience through reflection and action
- Improve understanding of methods of scientific enquiry
- Reinforce theory with practice
- Encourages investigation, deep learning, develop problem-solving skills
- Develop professional attitudes

Warning!

- Expensive and time-consuming
- Task has to be perceived by students as meaningful and relevant – otherwise involvement is minimal.
- Balance between skills and theory/content: what is the purpose of this assessment?



Advice:

- Be clear about the purpose of the assessment and assessment criteria
- Involve future employers (internship?), professional supervisors and other colleagues.
- Give students some choice regarding the topics or involve them in the project design (individually or in groups)
- Expect topics and methods to be very different.

Ways of assessing field work:

The results (computer program, design, a video recording, a scientific article, written paper, etc.)

The report or diary (student portfolio or self-assessment).

Presentations

Assessing field work/projects

	Max. mark	Mark given	Comments
<p><u>Introduction</u> Sets out clearly the content and structure of the project. Does the research proposal identify a problem or issue clearly?</p>			
<p><u>Literature review</u> Relates closely to the topic of the field-work. Is critical.</p>			
<p><u>Design</u> Described clearly so that it can be replicated.</p>			
<p><u>Data collection</u> Methods are adequate. Does the evidence collected by students come from investigation (primary sources)?</p>			
<p><u>Results</u> Presented, interpreted and discussed in a coherent way, are put in the context of the subject and of the course. Limitations are indicated.</p>			
<p><u>Conclusions</u> Related to the hypotheses. Possible next steps of research indicated.</p>			
<p><u>Layout, referencing, bibliography</u> Clear and accurate</p>			
<p><u>Responses to comments and advice offered.</u></p>			
<p><u>Project management skills</u> Based on Brown, G.; Bull, J. and Pendlebury, M. (1997) <i>Assessing Student learning in Higher</i></p>			

Education, London: Routledge, ch. 8