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|  |  |  | [http://mediaacrossborders.com/wp-content/uploads/2010/09/University-of-Roehampton-Logo-Colour-jpeg.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=RQ_k4bbb_d7r6M&tbnid=EwElTxKvzQTo5M:&ved=0CAUQjRw&url=http://mediaacrossborders.com/?page_id=724&ei=RDNMUsPADJKY0QXQmoDYDQ&bvm=bv.53371865,d.d2k&psig=AFQjCNGLuvDPg9lPBG6Ln8hp5hC76-WRrA&ust=1380811904702136) |
|  | **blogs** |  |
|  |  |  |
|  | **presentations** |  |
|  |  |  | ***4 different***  **assessment ideas** |
|  | **wikis** |  |
|  |  |  |
|  | **video** |  |
|  |  |  |  |
|  | **student conference** |  | *to use on your*  *taught programmes*  *Inspired by our funded projects with the HEA & JISC*  *HEA logo [http://historicsealevel.files.wordpress.com/2012/02/jisclogo.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=-jjzZcOcH9bUFM&tbnid=5Di0dJce1A4SXM:&ved=0CAUQjRw&url=http://historicsealevel.wordpress.com/about/jisclogo/&ei=MjJMUvzQHsTI0QXHh4DIBQ&bvm=bv.53371865,d.d2k&psig=AFQjCNFOQ3vrBEAI1JS6lNvR-mSKqD98Mg&ust=1380811692498488)*  ***Bridget Middlemas & Joy Vamvakari 2014***  ***Follow us on Twitter: @bmiddlemas #TAPSassessment***  **See our website for more ideas, at:**  [**http://www.roehampton.ac.uk/Services/LTEU/Research/Transforming-Assessment-Pilot-Scheme/**](http://www.roehampton.ac.uk/Services/LTEU/Research/Transforming-Assessment-Pilot-Scheme/) |
|  |  |  |
|  | **reflective reading log** |  |
|  |  |  |
|  | **Symposium** |  |
|  |  |  |
|  | ***interactive dialogue sheet*** |  |
|  |  |  |
|  | **patchwork text** |  |
|  |  |  |
|  | **posters** |  |
|  |  |  |  |

# 1. Blog

Blogs are websites which maintain an ongoing chronicle of information in the form of discrete entries displayed in reverse chronological order.

**How can I use this format?**

Blogs can be private or public and highly personalised, combining text, images, weblinks or videos or audio files. They also allow the author to suggest links, articles and other media relevant to the blog’s focus. Blogs are interactive, allowing viewers to leave feedback on the entries, supporting the development of discussion and networking.

Edublogs are created for educational purposes; they support the learning process, facilitating reflection and collaboration, and providing context for critical thinking. Entries can take the form of original written work, learning journals, knowledge logs, placement notes, reflection on practice and critical discussion of theoretical material. Writing for a specific audience is also reinforced. Writing a blog can be a challenging process for students as it requires writing in both a truly reflective and academic fashion, forming clear arguments within the context of existing relevant scholarship, presenting ideas and subjecting them to critique. It takes students out of their comfort zone, as themes from across modules and their relationships must be taken into consideration. Blogs can be assessed in a formative and summative way, in regards to originality, depth of personal engagement with the subject, relevance of the blog to the module outcomes, personal development or quality of presentation.

While access to an IT lab may be required by the students, as well as basic IT support in order to set up the blog, no further resources are required. Students should be given access to a blog which provides a model of practice. Clear instructions about the intended audience, appropriate writing style and word count should be available in advance.

How can I use a blog on my programme?

* For **group work,** to support the planning process for a group project such as a performance or exhibition
* As an **individual reflective diary** which can be public or private. Excerpts from this could be added to the end of an essay or report
* As a way of gathering and sharing ideas for a **visit or field trip**
* As a **group diary** to support a field trip
* As a learning experience to **demonstrate understanding of a new topic**, e.g. the doctoral journey, or learning SPSS

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Blog - Example Marking Proforma**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 | | **Ideas & Content** | The student shows no evidence of insight, understanding or reflective thought. Ideas expressed are not original, often confused and are not connected to the module subject, with no supporting material provided | The student shows minimal insight, understanding and reflective though. Most ideas are not necessarily original and not connected to the module subject. The supporting material provided is not sufficient | The student shows moderate insight, understanding and reflective though. Some original ideas are expressed, related to the module subject and substantially supported by relevant material | The student shows comprehensive insight, understanding and reflective thought. All ideas presented are original and related to the module subject, expressed with clarity, focus and alongside effective supporting material | | **Writing Quality** | Posts are of very poor quality, without considering the audience and no awareness of author voice. There is little to no evidence of reading other information. | Posts show a below average attention to writing style or consideration of audience. The author’s voice is often difficult to distinguish. Student mostly regurgitates previous personal views with limited further reading | Posts show above average writing style, suitable for the intended audience. The student has read moderately and attempts to synthesize information and form new meaning in a distinct voice | Posts are well written, appealing and appropriate for the intended audience. The content demonstrates sufficient reading, new meaning constructed in a consistent and distinct author voice | | **Community** | Student does no show evidence of participation in the blogging community through the use of weblogs | Student rarely participated in the blogging/course community mainly through weblogs of other classmates | Student participated moderately in the wider blogging community. | Student participated actively in the blogging community via comments on other weblogs, and citing others | | **Use of**  **Enhancements** | The student did nothing to enhance or personalize the blog space. | There is very little evidence of multimedia enhancement and the student blog is primarily text-based. | The student enhanced their weblog to some extent using video, audio, images or other add-ons. | The student greatly enhanced their weblog space using video, audio, images or other add-ons. | |

# 2. Video or DVD

Video, as a form of summative or formative assessment, is becoming increasingly widespread within a large range of disciplines. Video can be used independently or comprise part of a larger assignment and can be annotated or accompanied by a written statement or reflective piece. It can be an individual or a group effort.

**How can I use this format?**

Video can be used for assessment, especially supporting self or peer assessment. The student, during the production of the video and the accompanying material, is expected to reflect on their skills and self-development, as well as demonstrate a deep understanding of relevant theory and practice. The structure of the video can be highly personalised or follow given guidelines, depending on the learning outcomes for the module. Creativity, critical thinking, reflection and self-development are encouraged, through the production process, as well as during peer assessment. Students are encouraged to take responsibility of their learning and demonstrate it appropriately through a visual and audio medium. Learning difficulties and issues are often highlighted, especially relevant in practical applications of theory. Video allows flexibility, in order for all students to demonstrate their understanding in different ways, and students, markers and the external examiner can watch the video several times, supporting improved understanding and reliability of marking.

During the assignment briefing session an example video could be presented, in order for students to know what is expected of them, stimulating a discussion on possible assignment topics. Video can be used as a form of group or individual assessment and it supports the development of academic, professional, technical and IT skills, incorporating them in the production of a single piece of work.

The use of video as assessment requires careful planning of the assignment beforehand, in order to allow enough time for preparation and familiarisation with the production process. Access to equipment and IT suites may be required, as well as basic IT support. Clear and workable guidelines should be given to students beforehand.

**Example Proforma for Video or DVD**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Poor | Fair | Good | Excellent |
| Has the student demonstrated adequate reflection on theory, as well as their application of theory in practice? |  |  |  |  |
| Does the video clearly relate to the title? |  |  |  |  |
| Is there a clear and logical progression of ideas and theories? |  |  |  |  |
| Are there good transitions between the different sections of the video, including a clear introduction and ending? |  |  |  |  |
| Has the student utilised peer feedback given during the production process? |  |  |  |  |
| Is the video and audio of appropriate quality? |  |  |  |  |
| Was the production of the video well-planned and does it address the module learning outcomes appropriately? |  |  |  |  |
| Has the student correctly referenced all supporting material used in the video? |  |  |  |  |
| Are all texts and titles clearly legible and of a suitable size? |  |  |  |  |
| Does the student demonstrate sufficient critical thinking and is there a distinct “author” voice/presence? |  |  |  |  |
| Is the video of the correct length, as per the assignment briefing? |  |  |  |  |
| Are all frames in focus and of high visual quality? |  |  |  |  |
| Other? | | | | |

**3. Wiki** A wiki is a web-based application that allows community members to quickly and easily create articles. Unlike traditional web pages that can only be read and commented on, Wikis allow members to create, edit and contribute to articles collaboratively. Individual members do not own articles, but instead they belong to the entire community, and so everyone in that community can modify them equally. Therefore a wiki is continuously under revision. It is a living collaboration whose purpose is the sharing of the creative process and product by many. Wikis are a great way for students to record their learning experiences when on an offsite visit or field trip, and also a great way to engage any students who are not able to attend a trip for various reasons.

**How can I use this format?** Wikis can be highly personalised and modified according to the needs of their users; content is mainly text, but hyperlinks and photos / DVDs can be included and there is no defined owner of the content or restrictive structure. Wikis can be public or private and can be used to record progression on a project, as part of a group project exercise or for knowledge management and note-taking. They can be assessed in a formative or summative way. Editing of the wiki is usually open to a group of people in real time, allowing members the exciting process of creating a website and encouraging democratic use of the web, promoting content composition without requiring specialised IT skills. Wikis can support dialogue and reflection, peer-assessment and collaboration, while highlighting the process of learning. By creating, editing and contributing to a collaborative wiki, students will be able to:

• develop transferable and technical skills, preparing them to be not only a reader and writer, but also an editor, reviewer or collaborator

• expand their research, organisational and negotiating skills

• experience connective writing, through an emphasis on criticality, clarity, structure and linkage

• enhance their employability, by preparing them for teamwork, national and global audiences, and peer reviewers

• share their learning experiences with a wider audience (e.g. students who are on different modules, or off site)

Wiki articles may include any of the following:

|  |  |
| --- | --- |
| text – in progress, for review, or completed  photos / images / artwork  video clips, podcasts, audio files  hyperlinks to other web pages  daily diary | live discussions  interactive applications (such as RSS feeds)  comments & dialogues  reflective reading logs for an essay |

**Example proforma for a wiki**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent | Good | Fair | Poor |
| Focus/Impact | A coherent,  manageable and relevant wiki topic was selected which provides a useful  resource to the community | A coherent,  Manageable and relevant wiki  topic was selected | A topic which was relevant to the class but lacks coherence or clarity was selected for the wiki | The topic selected did not sufficiently meet class goals |
| Development Process | The students worked together to manage their workflow. They set and met their goals, assigned tasks and maintained timelines. All participants participated actively in writing, reviewing and revising content, including pages they did not initially create | A small number of students seemed to take responsibility for all the workflow management. All participants participated in writing and reviewing content | A small number of students seemed to take responsibility for all the workflow management. Students did not review each other’s work | There is little evidence of workflow management.  Students did not  review each other’s work |
| Style | The authors conformed to spelling and grammatical conventions and maintained internal consistency in style, formatting and tone | The authors conformed to spelling and grammatical conventions. There were internal inconsistencies in style, formatting, and tone | There were some spelling and grammatical errors in the wiki. There were internal inconsistencies in style, formatting, and tone | There are many  spelling and  grammatical errors in the wiki, in addition to internal  inconsistencies in style, formatting, and tone |
| Organisation | The students used organizational strategies to structure the content, such as summaries, tables of contents, and post-hoc renaming and reorganization of pages | The wiki authors used  some organizational  strategies to help  structure the wiki, such as summaries and tables of contents | The wiki index page contains a summary or a partial table of contents | The wiki authors make little or no use of organizational strategies |

**4. Student conference / exhibition**

A student conference is a conference organised and hosted by students, facilitated by academics and technical staff. Within a student conference, the students themselves can lead the organisation and administration aspects of the event, as well as give oral presentations and submit posters.

**How can I use this format?**

A student conference is a large-scale event which provides an opportunity for the development and assessment of a wide range of skills and can be adapted to different disciplines. Students can be involved and responsible for as many or as few aspects of the conference as needed, such as the organisation of the event, the selection and invitation of keynote speakers, the creation and publishing of the conference itinerary; students can also be responsible for the realisation of the conference on the day, greeting guests and managing the event. All students can participate, while their contribution can depend on their skills and area of interest. A student conference can be interdisciplinary, including topics and students from different departments, as well as take place in collaboration between different Higher Education Institutions. Assessment of student involvement in the conference can be overall or focus on specific aspects, such as the poster or oral presentation, and can be summative or formative.

A wide range of skills are developed during a student conference, supporting the enhancement of academic and professional practices, as well as employability prospects. Students can include their participation in the conference in their CVs and discuss it in future professional interviews. As a large-scale event, external partners and academics can be involved, whether as participants or spectators, the event itself providing a valuable opportunity for networking and building professional standards. Professional bodies, relevant organisations and employability officers can also be involved in the event.

A student conference is a large-scale event which requires organisation and planning, as dates, venues and speakers must be booked in advance. For this, however, students can be utilised, minimizing the time needed from admin or academic staff. As an event, it can be adapted to the budget available, as well as the purposes and aims of the department. Admin and IT support may be required.

**Example proforma for a presentation at a student conference**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Oral presentation with  PowerPoint or Prezi | *5* | *4* | *3* | *2* | *1*  *More work needed* |
| Did the presenter introduce the given topic adequately, and explain the main arguments / discussions outlined in the paper? |  |  |  |  |  |
| Did the presentation include relevant and up to date references / information / websites accessed? |  |  |  |  |  |
| Did they demonstrate advanced understanding or include any original content / arguments etc? |  |  |  |  |  |
| Could the presenter readily answer questions on the topic? |  |  |  |  |  |
| Was there a clear and logical structure to the presentation?  Could the sequence of information and ideas be easily followed? |  |  |  |  |  |
| Did the presenter speak clearly and audibly? |  |  |  |  |  |
| Did the presenter keep to the agreed time limit? |  |  |  |  |  |
| Was the delivery well paced and engaging? |  |  |  |  |  |
| Was there a good range of photos / diagrams included? |  |  |  |  |  |
| Paper to accompany the presentation |  |  |  |  |  |
| Did the paper state name, topic title and date? |  |  |  |  |  |
| Was the accompanying paper well written and structured? |  |  |  |  |  |
| Was it clearly and attractively laid out? |  |  |  |  |  |
| Was it fully and accurately referenced? |  |  |  |  |  |
| Were any diagrams / illustrations clearly labelled and referenced? |  |  |  |  |  |
|  |  |  |  |  |  |
| Has the student actively participated throughout the conference, including its organisation, preparation and realisation? |  |  |  |  |  |
| Has the student worked well within his group to assure the success of the conference? |  |  |  |  |  |
| Has the student shown commitment, self-development and increased understanding of skills and qualities related to the event and the course specifically? |  |  |  |  |  |
| Does the student demonstrate increased understanding of the professional context and standards involved in the conference? |  |  |  |  |  |

Notes from the session: