Assessment *as* Dialogue, *through* Dialogue, *for* Dialogue

Volume 2 of 2

By

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Tutor teaching experience[1]

Experience	History						Literature						Philosophy						Psychology						Sociology					
	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
Oscail																														
new tutor																								✓					✓	
>3 years												✓	✓	✓					✓	✓		✓	✓		✓			✓	✓	
<3 years	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓			✓						✓			
General																														
No experience																														
>3 years												✓												✓					✓	
<3 years	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			

[1] It should be noted that LIT T6 and SOC T5 were graduates of the BA in Humanities and while they were less experienced as tutors were very familiar with Oscail feedback policy.

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LEVEL 1

Dialogical assessment Theme addressed	Level	Q?	retrospective/ learning enhancing?	Function	Category	Code	code brief description	sub-codes	sub-code description
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	acknowledgment	A-ii	identification of issue - without correction	A-ii-c	need to address conceptual misundertanding
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	acknowledgment	A-ii	identification of issue - without correction	A-ii-ad	need to address analysis depth
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	acknowledgment	A-ii	identification of issue - without correction	A-ii-rt	need to address relevance to topic
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	acknowledgment	A-ii	identification of issue - without correction	A-ii-es	need to address essay structure
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	acknowledgment	A-ii	identification of issue - without correction	A-ii-lu	need to address language use
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	acknowledgment	A-ii	identification of issue - without correction	A-ii-r	need to address referencing
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	acknowledgment	A-ii	identification of issue - without correction	A-ii-wr	need for wider reading
transparency & clarity	1	what	r	EXPLAINING	acknowledgment	A-je	overall justification of classification	not specified	not specified
transparency & clarity	1	what	r	MOTIVATING	acknowledgment	A-m	acknowledgment of merit	A-m-b	brief acknowledgment of merit
transparency & clarity	1	what	r	MOTIVATING	acknowledgment	A-m	acknowledgment of merit	A-m-d	acknowledgment of merit with brief description (telling what is good, ie "good introduction")
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	acknowledgment	A-sm	descriptive comment summing up what has been done in the essay	not specified	not specified (this code is used when the tutor recaps what the student has done almost in list form)
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	omission	OM-cco	conceptual omission	not specified	tutor identifies a conceptual omission
transparency & clarity	1	what	r	IDENTIFICATION OF ISSUES	omission	OM-m	omission of relevant materials	not specified	tutor identifies materials that should have been referred to or quoted by the student
transparency & clarity	1	what	r	CORRECTING	omission	OM-r	referencing	not specified	tutor identifies omitted references (quotes without reference)
sharing of meaning	1	what	r	ASKING CLARIFICATION	explanation	E-tac-m	tutor asking clarification - unclear what the student meant	not specified	not specified

sharing of meaning	1	what	r	ASKING CLARIFICATION	explanation	E-tac-d	tutor asking clarification - asking the student to further develop discussion (tutor not offering prompts for development)	not specified	not specified
acknowledgment	1	what	r	INTERFERING WITH STUDENT DEVELOPMENT	de-motivational	M-d	comments relating to performance phrased in negative terms	not specified	not specified

LEVEL 2

Dialogical assessment Theme addressed	Level	Q?	retrospective/ learning enhancing?	Function	Code	Category	code brief description	sub-codes	sub-code description
transparency & clarity	2	why	r/le	CORRECTING	C-co	correction	tutor addressing conceptual misunderstanding	C-co-c	student has misunderstood core concepts - tutor identifies misunderstanding and provides appropriate interpretation)
transparency & clarity	2	why	r/le	CORRECTING	C-co	correction	tutor addressing conceptual misunderstanding	C-co-r	student has made some relevant point but the conceptual presentation is underdeveloped - tutor corrects to refine student conceptual presentation by providing more detail or clarification
transparency & clarity	2	why	r/le	CORRECTING	C-p	correction	tutor correcting presentation	C-p-s	student writing style interfers with clarity of argumentation or lexical choice does not meet academic standards - tutor corrects writing style /lexical choice
transparency & clarity	2	why	r/le	CORRECTING	C-p	correction	tutor correcting presentation	C-p-l	student presentation does not follow prescribed regulations - tutor corrects or offers advice on how to correct
transparency & clarity	2	why	r/le	CORRECTING	C-p	correction	tutor correcting presentation	C-p-st	student structure is incoherent or lacks clear sequencing of topics - tutor corrects essay structure
transparency & clarity	2	why	r/le	CORRECTING	C-g	correction	grammatical correction	C-g-sp	correcting grammar, syntax and punctuation (rephrasing or restructuring of sentences belongs to ostensive category - in this category only explaining "how to")
transparency & clarity	2	why	r/le	CORRECTING	C-g	correction	grammatical correction	C-g-ref	student presents incorrect referencing format - tutor represents same instance in corrected form
ostensive value	2	how	r	EXEMPLIFYING THROUGH SPECIFIC EXAMPLE	O-trsp	ostensive	tutor rephrasing or restructuring student point	not specified	not specified
ostensive value	2	how	r	EXEMPLIFYING THROUGH SPECIFIC EXAMPLE	O-eusp	ostensive	exemplifying using student point (advice not generalisable to future assignments)	not specified	not specified

Dialogical assessment Theme addressed	Level	Q?	retrospective/ learning enhancing?	Function	Category	Code	code brief description	sub-codes	sub-code description
ostensive value	3	how	le	EXPANDING ON SPECIFIC POINT	ostensive	O-exp	tutor expanding on specific point raised by student	not specified	not specified
ostensive value	3	how	le	EXPANDING THROUGH POINTING AT SPECIFIC RESOURCES	ostensive	O-pss	pointing at specific sources	not specified	not specified
responsive teaching	3	how	le	PROMPTING REFLECTION	prompt for further reflection	P-prcp	prompting reflection on conceptual point (tutor has already acknowledged that the student has a good understanding but wants to help the student to acquire even deeper understanding)	not specified	not specified
responsive teaching	3	how	le	PROMPTING REFLECTION	prompt for further reflection	P-awat	alternative or additional ways of addressing the topic	not specified	not specified
responsive teaching	3	how	le	PROMPTING REFLECTION	prompt for further reflection	P-ed	additional ways of addressing the topic that would have enhanced the discussion (categorisation under this code or under OM-ed will depend on how the message is framed in tutor comments)	not specified	not specified
responsive teaching	3	how	le	EXPANDING	prompt for further reflection	P-ai	tutor expands on a topic in general by offering further information	not specified	not specified
student engagement	3	what	le	MOTIVATING	motivational	M-b	brief motivational comment to sum up	not specified	not specified

LEVEL 4

Dialogical assessment Theme addressed	Level	Q?	retrospective/ learning enhancing?	Function	Category	Code	code brief description	sub-codes	sub-code description
student engagement	4	how - reciprocity	le	MOTIVATING	dialogical elements	D-pe	sharing personal experience	not specified	not specified
student engagement	4	how - reciprocity	le	MOTIVATING	dialogical elements	D-h	use of -humorous	not specified	not specified
student engagement	4	how - reciprocity	le	MOTIVATING	dialogical elements	D-c	use of conversational tone or expressions	not specified	not specified
student engagement	4	how - reciprocity	le	EQUALITARIAN	dialogical elements	D-o	tutor also wondering about possible interpretation - open	not specified	not specified
student engagement	4	how - reciprocity	le	MOTIVATING	dialogical elements	D-ed	tutor encouraging student to make contact to further discuss ways to take student learning forward	not specified	not specified
responsive teaching	4	how		ADVISING	advice for future assignments	AFA	advice framed in retrospective terms but transferable	not specified	not specified
responsive teaching	4	how		ADVISING	advice for future assignments	AFA	openly formulated advice for future assignments	not specified	not specified
responsive teaching	4	how		ADVISING	advice for future assignments	AFA	tutor addressing conceptual misunderstanding	AFA-co	tutor offers advice on how the student could refine his/her conceptual presentation /analysis
responsive teaching	4	how		ADVISING	advice for future assignments	AFA	tutor addressing presentation	AFA-es	tutor offers advice on how to improve essay structure and topic sequencing
responsive teaching	4	how		ADVISING	advice for future assignments	AFA	tutor addressing presentation	AFA-p-s	tutor advises student on how to improve writing style /lexical choice
responsive teaching	4	how		ADVISING	advice for future assignments	AFA	tutor correcting presentation	AFA-p-l	student tutor offers advice on how to correct

	n	what/how	le	Type	advice for future assignments	AFA	grammatical correction	AFA-g-sp	correcting grammar, syntax and punctuation (*rephrasing or restructuring of sentences belongs to ostensive category - in this category only explaining "how to"*)
responsive teaching	4	how		ADVISING	advice for future assignments	AFA	grammatical correction	AFA-g-sp	correcting grammar, syntax and punctuation (rephrasing or restructuring of sentences belongs to ostensive category - in this category only explaining "how to")
responsive teaching	4	how		ADVISING	advice for future assignments	AFA	grammatical correction	AFA-g-ref	tutor advises student on how to reference correctly
student engagement									
	4	what/how	le	MOTIVATING	motivational	M-l	lenghty comment encouraging student	not specified	not specified
process oriented	4	what/how	le	ADVISING	referring to previous assignments	R-pcna	comment referring to previous feedback on a point not yet addressed by student	not specified	not specified
process oriented	4	what	le	MOTIVATING	referring to previous assignments	R-pca	comment referring to previous feedback on a point on which there has been improvement	not specified	not specified
process oriented	4	what	le	MOTIVATING	referring to previous assignments	R-hai	comment acknowledging improvement holistically	not specified	not specified
process oriented	4	what/how	le	ADVISING	referring to previous assignments	R-sip	comment showing repeated mistakes	not specified	not specified

Feedback comments were coded according to a coding matrix that had been developed organically and refined through the application of codes to data. The coding procedure was repeated four times approximately every two weeks in order to refine codes, eliminating ill-fitting ones, and avoiding as much as possible overlaps between different codes. The coding matrix was utilised for the analysis of feedback selected for Phase 2 of the research.

Coding cycle 1 : familiarization; identifying a thematic framework (from core principles to feedback functions)

The first coding cycle was an initial process of sorting of sections of feedback comments according to their relevance to the core dialogical principles shown in Figure 2.1. The feedback comments were coded line by line and within each line units of meaning were identified. A unit of meaning can correspond to a portion of a sentence, a sentence or a small paragraph that within itself presents meaning that in this phase can be related to the core principles outlined in the original theoretical framework. As the coding process progressed units of meaning became associated to specific codes and sub-codes aligned to the core dialogical principles. During this cycle the analytical parameter "function" emerged. Many comments' text segments presented more than one function. In order to avoid ambiguity, it was deemed to be preferable to avoid double-coding and opt instead to identify and code only according to what was considered to be the prevalent function for the text segment.

In the attempt to respond to the initial research questions "What features of feedback denote a dialogical orientation can be found in the current feedback practice?" and "Are such features associated with high quality feedback?" it was first necessary to identify the type of feedback that could be found in the data analysed. The function represents the purpose of the feedback comment and therefore it signify why a particular feedback comment is been offered.

The table below exemplifies the relationship between principles and functions. The functions translate themes into communicative and pedagogical activities. This is an essential step in bridging the gap between theory and practice because it establishes a parallel between theoretically derived themes and their possible manifestations in actual feedback comments.

Specification of principles into functions (theme transparency & clarity)

Dialogical principle addressed	Function
transparency & clarity	Identification of problematic issues
transparency & clarity	justification of tutors' evaluation
transparency & clarity	explaining (expanding on a topic in general)
transparency & clarity	correcting
sharing of meaning	tutor asking clarification from student
ostensive value	exemplifying
ostensive value	expanding on specific points
ostensive value	restructuring/rephrasing
responsive teaching	prompting further reflection
student engagement	motivating
student engagement	establishing an equalitarian atmosphere through informal tone
process oriented	advising for future
process oriented	motivating
Process oriented	Linking previous, present and future performance

Coding Cycle 2: Indexing and charting (from feedback functions to levels)

Cycle two was a micro-analysis, or "line by line" analysis, which had as its goal the hierarchical classification of feedback comments according to their pedagogical strength (see appendix 3). This further specification was data driven. If we consider feedback and its capacity in relation to learning promotion, feedback present two dimensions: 1) Retrospective orientation; 2) Performance building orientation. With retrospective feedback, the work of the student is commented on as an isolated product with its merits and faults, but not necessarily as step in a learning process. Performance-building feedback focuses on the enhancement of future performance by providing students with information that helps them with their learning. Two aspects are considered to be important to the promotion of learning. The first is the cognitive, whereby learners are helped with information that builds on their current knowledge and skills and the second is emotional, where the tone and motivational attitude that arise from feedback help in sustaining the students' efforts. From a cognitive point of view, feedback comments classified as performance building help students to progress with learning by using instances from the essay in hand in order to generalize the advice for future essays.

An analytical parameter called "level" was then devised to classify the pedagogical strength of the comments. Levels and dimensions intersect and the dimension determines the learning value of the levels.

Dimensions
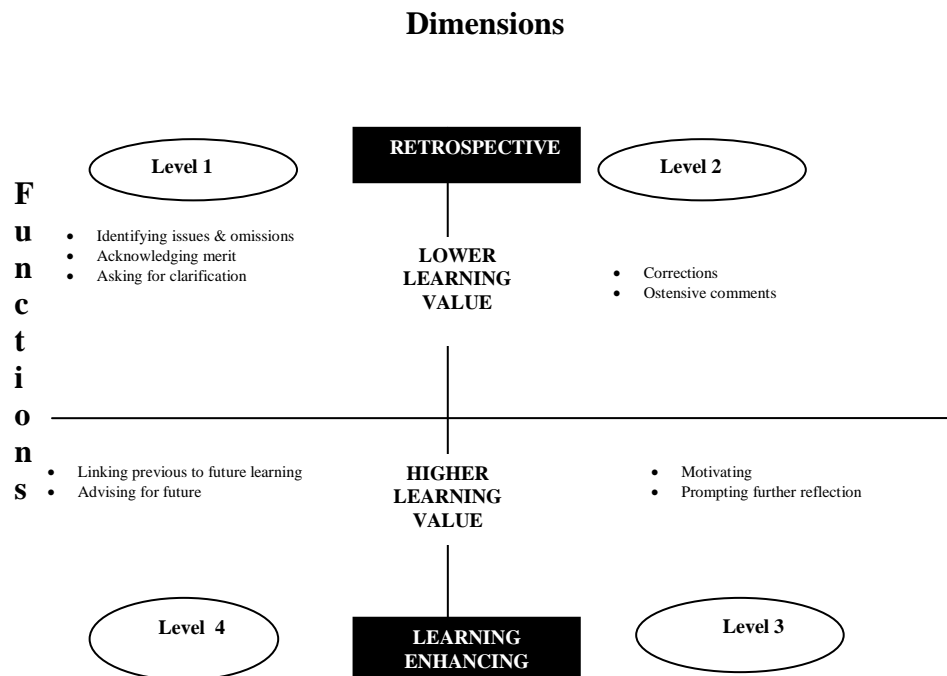
Intersection of functions and levels

Four levels have been identified. Level 1 and Level 2 have been classified as retrospective feedback whereas Level 3 and Level 4 have been classified as performance-building feedback. The level represents the pedagogical power of feedback in terms of enhancement of learning.

Due to its retrospective nature, Level 1 is mostly an acknowledgment of "status quo". At this level issues are identified and quality of student's work is acknowledged. This level does not offer any information for learning development and only students with high learning self-awareness are normally able to infer what they need to do in order to improve. At level 2, tutors offer corrections or information at very specific level. The information provided at this level is very valuable but its transferability to future learning activities may be limited due to the specific and exclusive reference to the current essay. This means that students cannot take action in relation to the specific essay and improve it on the basis of the advice received as they have to move on to the next essay and the corrections received on previous one may not apply to subsequent ones. Most ostensive comments are categorized at this level, precisely for

Comments classified at level 3 combine cognitive and emotional elements. They do more than commenting on the specifics of an essay. They develop the analytical ability to deal and expand on the understanding of a topic. In so doing they encourage students to look for alternatives and challenge their own interpretations. At level 4 the advice for future essays becomes explicit. This presents the advantage of providing all students with the opportunities to strengthen their performance and because the explicitness of comments at this level they are also more powerful in helping weaker students. Clarity and transparency and sharing of meaning and advice for future essays addresses both as it manifests a conscious effort to provide information that helps students to improve and are therefore classified at level 4. Also comments linking past, current, and future performance have been listed at this level. These comments can be intrinsically motivating as they often acknowledge improvement, but most importantly they signal that assessment is a learning process and that essays are only steps in helping students to perfect their understanding of a particular topic and in developing their ability to analyse it.

Coding cycle 3: mapping and interpretation (refining functions and levels and application to Phase 2)

The third phase was a further specification and served the purpose of saturating codes used for functions with the identification of sub-codes (see appendix 2 for sample of memo aiding the process of code clarification and saturation).The fourth and final cycle had as its goal to remove as much as possible ambiguity in the definition of the codes and overlaps between different codes. For instance, as shown in table below in this cycle the function "correction" is now broken down into the following code specifications.

Code generation explanation

Dialogical Principle	Level	Function	Code	Code description
transparency & clarity	1	IDENTIFICATION OF ISSUES (without correction)	a-ii-c	• need to address conceptual misunderstanding
			a-ii-ad	• need to address analysis
			a-ii-rt	• need to address relevance to topic
			a-ii-es	• need to address essay structure
			a-ii-lu	• need to address language use
			a-ii-r	• need to address referencing
			a-ii-wr	• need for wider reading

Dialogical Principle	Level	Function	Code	Code description

The examples listed below were selected on the basis of the perceived representitaveness of the individual functions. Not all the functions sub-specifications[1] are represented but only the most commonly used are shown.

AFA (Advice for future essays)

With this function tutors are helping students to develop their ability to respond to future tasks on the basis of the experience they have acquired with current activities. With the comment listed below, Sociology T5 builds on the student's weaknesses by turning them into areas of development. He also gives specific and step-by-step practical advice. Similar step-by-step advice is offered by Sociology T4, who, while reminding the students of the official guidelines, also breaks these down into more readily usable advice. From both comments emerges the intention to make advice accessible and to achieve greater transparency by translating guidelines into more easily understandable information. The accessibility and the orientation towards future activities have motivated the choice of coding these portions of feedback according to the function AFA.

> "Give more time to the units and the core texts, then work from them out and help you further and select material. Concepts help us & steer a right course through the essay. Having too much information is as bad as having too little"
> Sociology T5 (coded as AFA-co)

> "Generally your paragraphs should follow the layout as addressed by Oscail i.e. 1st par. state the question 2nd par. - why is it important ; 3rd -methodology chosen etc. "
> Sociology T4 (coded as afa-es)

A-ii (Identification of issues)

Text segments coded according to this function point explicitly at a deficiency in the student's assessed work. While both comments in this second example have been coded as identification of issues, Sociology T6 phrases the function as a statement and Literature T6, while still serving the same purpose, chooses to express it in advice form, making it sound less threatening. In the case of Literature T6 despite its surface features, the identification of the issue was considered to be the primary function and the form taken by the comment to be considered more as a stylistic choice.

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[1] Sub-codes are further specification of functions. The functions are in some cases rather broad categories. For instance the function correction has been specified into 7 sub-sets that reflect the aspects of performance (such as analysis, structure, language use, referencing, presentation) which are considered when evaluating students' essays. The sub-code allows saturating the code by exhausting possible specifications.

"The work is undertheorised"
Sociology T6 (coded as a-ii-ad)

"Be careful about paragraphs"
Literature T6 (coded as a-ii-lu)

A-je (justification of evaluation)

Comments coded according to this function sum up the main features of the performance and often enlist various elements that have motivated the overall grading of the essay.

Both Psychology T3 and Sociology T3 enlist the various elements that have contributed to the overall grading and qualify performance by using adjectives. Generally the adjectives used in qualifying element of performance are closely associated with the grade allocated and express the degree of success in achieving the assessment task goals.

"Your covering of the topic was very comprehensive and showed evidence of your wider reading"
Psychology T3 (coded as a-je)

"This essay is very lucid and has a very good structure. It makes good use of supporting quotations and refs. And again employs graphics to visually enhance the essay accessibility."
Sociology T3 (coded as a-je)

A-m (acknowledgment of merit)

Comments acknowledging merit are closely related to comments summing up performance, as they express the quality of elements of performance (a-m-d =acknowledgment of merit - desscriptive) or simply sum up quality without reference to specific aspects (comments coded as a-m-b= acknowledgment of merit -brief). However unlike comments coded as A-je they refer to discrete elements of the essay. The first example illustrates function a-m-b in annotated comments, It represents a brief acknowledgment of the quality of the specific paragraph beside which it is placed, but it does not further qualify or justify why. Frequently this type of function is expressed also by comments such as "good" placed on margin beside the passage it relates to. Psychology T3 offers a more descriptive acknowledgment of merit by specifying why the layout of the essay is considered to be good and this leads to the classification as a-m-d.

"good"
several tutors (coded as a-m-b)

"You laid out your essay well with good use of headings"
Psychology T3 (coded as a-m-d)

C (correction)

As previously mentioned, the largest proportion of feedback comments has a corrective function. In this case two comments representing the most common corrective function specifications have been chosen. History T6 with his correction helps to refine analysis (c-co-r) whereas Psychology T4 gives very specific advice on how to correct the referencing format (c-g-ref) and provides an example. These are two rather different types of corrections but have in common giving specific advice on how to address the specific issue. Potentially some students would be able to extract from these comments advice for future assessment activities, particularly in the case of the referencing correction from which the advice can be more easily transferred.

> "In particular you might further highlight the contradictions and the tensions when considering the question, noting how religion both constricted women's lives and offered opportunities for advancement depending on context" *HIS T6 (coded as c-co-r)*

> "References: Make sure you list all the authors names in the reference section - no et als here. Make sure all sources cited in the report are listed (e.g. Kalat, 2004)"
> *Psychology T4 (coded as c-g-ref)*

D (dialogical/conversational)

While this function has been abbreviated as D to signify a dialogical element, it refers to dialogue in surface and stylistic terms, by capturing some conversational elements that encourage less hierarchical interaction. Comments coded according to this function have been listed as level 4 comments precisely because they open up the relationship between assessor and assessee , by introducing a certain degree of informality which makes the relationship less hierarchical. As mentioned before, a dialogical orientation is not to be found in discrete elements of feedback but rather in a combination of elements that promote learning. For the purpose of coding according to this function, informality, sharing of personal views and personal preferences (beyond the mere evaluation) in a conversational manner, or inviting students struggling with the subject to make personal contact and essentially elements personalizing the advice have been included. Psychology T1 offers an example of a comment inviting the student to make contact. This comment has obviously also a strong motivational connotation, but mostly signals the tutor approachability and involvement. On the other hand History T1 expresses disagreement with the student's analysis but still shows appreciation for its value and in so doing shows willingness consider different interpretations at an equal level.

> "If you are having difficulty with this subject, please feel free to contact me at any stage so that we can get you back on track"

Psychology T1 (coded as d-ed)

"Although I don't necessarily agree with all of it, you have put forward a persuasive viewpoint and made very good use of references"
History T1 (coded as d-pe)

E-tac (tutor asking for clarification or development)

Tutors use this function to ask students to clarify or to develop a point. While the comment offered by History T4 below is phrased in rather patronizing terms (it makes it sound as if developing a topic is a means to please the tutor rather than to achieve better understanding), it still encourages the student to include more information in relation to the topic. This phrasing is also a little ambiguous. In some cases tutors use similar wording to flag issues that would have enhanced the discussions whereas in some other cases the same wording may signify an omission or –as in this case- simply a prompt for the student to develop the discussion. To a certain extent the researcher is presented with a similar problem as that encountered by students. Students need to decode the tutor's intentions to understand to what extent the issue highlighted by the comment has impinged on the overall evaluation and most importantly, to understand how to address similar issues in future. Unless comments coded according to this function are followed by more detailed commentary they may not be easily understood or sufficiently beneficial.

Sociology T1 on the other hand shows a genuine intention to understand what the student had intended to achieve with the analysis (and implicitly also asks the student to further specify). The comment has been coded as E-tac-M as the tutor is trying to understand for what the student had meant. The necessity for a tutor to ask for clarification through feedback comments is symptomatic of distance education and of its lack of opportunities for face to to face clarifications. However, it also suggests that it is possible to replicate functions of oral conversation, but with the added benefit of a written record that gives the opportunity to take time to reflect and revisit the information.

"I would have liked a bit more discussion of fascism in France and Britain and why it failed"
History T4 (coded as e-tac-d)

"I'm still not sure if you think that democracy is a good idea or not?"
Sociology T1 (coded as e-tac-m)

M (motivational)

Two main expressions of comments with a motivational function appear in the sample studied. A brief and often formulaic and a longer and more personalized one. The brief form is very frequent. It is argued that motivational comments, even in their shortest form have an impact

on helping students learning to sustain their efforts. Short motivational comments have been used abundantly by some tutors (particularly History T2, Philosophy T3, Literature T6 and SOC T1 & T4). It should be noted that in some isolated cases, while the intention was to infuse comments with a positive and encouraging vibe, comments such as "well done" (coded as m-b) have been given to low performing students. This may be received by students in a rather different way from what the tutor might have intended and even sound sarcastic (and ultimately de-motivating). However, for coding purposes, this type of comment has been associated with the tutor's intention and it was assumed that the tutor had intended to colour feedback positively. This also alerts to the fact that the meaning communicated in written form may take unintended connotations as the message receiver may not reconfirm his interpretation through checking with the sender. Therefore tutors as message-senders need to be aware of the dangers of ambiguously communicated intentions as they may unintentionally negatively affected students as message-receivers.

On the other hand, longer comments, such as those offered by History T3 in this case, indicate that the tutor is not simply aiming at a generic encouragement but is linking the comment to the level of performance and ability shown by the student.

> "Well done"
> *Several tutors (coded as m-b)*
>
> "However I can see you have no real difficulties here and I am confident you will reach a very high standard in this course"
> *History T3 (coded as m-l)*

O (ostensive)

Ostensive elements offer an opportunity to categorise specific features of written feedback with a very specific reference, such as for instance advice pointing at specific resources, rephrasing or restructuring of a point made by a student. These pedagogical elements would have been otherwise listed under broader categories such as "correction", "advice" or "explanation", and would have lost some of their specificity. By using the "ostensive" categorization, it is possible to retain a certain intentional narrowness of scope and to allow a parallel between face to face dialogues and feedback as a written dialogue.

Ostensive comments are of a clearly demonstrative nature and point to examples or have a specific reference. In the comments provided by History T1 it can be observed that the tutor explains a concept by making reference to a specific example. In this case the tutor is trying to show an instance of underdeveloped analysis. The tutor extracts an example from the student's essay and offers some advice on what would have helped to take the analysis to a

higher level. The use of an example taken from the student's work is crucial to the explanation in this case, as the tutor is pointing at something specific rather than simply asking the student to work on the development of analysis in general terms. The second example, offered by Literature T3, offers evidence of an ostensive comment expanding on a specific conceptual point made by the student. The tutor interacts with the student's analysis and it is almost possible to visualize the tutor engaging in discussion in person with the student. The tutor expands on the specific point but does not appear to impose his interpretation on the student. Rather the student's analysis and the tutor's comments appear to interweave. In addition to the ostensive function this comment presents also a rather strong dialogical orientation. However, since it has been suggested that a dialogical orientation is not to be found in a specific function, but rather in a combination of aspects, for the purpose of coding according to functions, the association with the ostensive function appeared appropriate in this case.

> "For example, the situation in Egypt prior to 1882 and the Ottoman Empire generally. You mention the Suez Canal on p.1 but don't explain why it was so important to Britain."
> *History T1 (coded as o-eusp)*

> "Of course we can't know whether this rejection is genuine or not: Hamlet's outburst at Ophelia's funeral, which you quote later, suggests that his rejection was as much 'strategic' as it was motivated by genuine loss of love for her. If we are to believe him at that point, then his love for her didn't waver? I would add a simple point here: Ophelia's decision to agree to play her part in her father's machinations underlines the importance of her role as an observer/go-betweeen (without which the plot could not develop)"
> *Literature T3 (coded as o-exp)*

OM (omissions)

Comments pointing at omissions could have been grouped with those identifying issue and the coding of this type of comments fluctuated in the various coding phases between A-ii and the more specific category OM. It was finally decided to opt for a specific category as this allowed to further specify omissions sub-codes, such as conceptual omissions, omitted references, and omission of relevant materials. Literature T1 spells out clearly a conceptual omission whereas History T6, points in rather direct terms at crucial omission in terms of materials that should have been used for the analysis.

> "You don't discuss Keats"
> *Literature T1 (coded as om-cco)*

> "However this essay was based on an examination of primary sources which you have not consulted in any form"
> *History T6 (coded as om-m)*

P (prompts for further reflection)

Comments prompting further reflection do more than simply expanding on a specific point. They help students to develop their analytical ability by showing that topic can be interpreted and addressed in different ways. The comments offered by Literature T3 shows how develop analysis through questioning. Whereas Psychology T4 brings to the student's attention alternative data analysis methods, which may also be relevant to future analysis Literature T3 suggests additional perspectives and encourages the student to question the text to find alternative interpretations.

> "To generalise this technique allows for Lennie's character to develop in unexpected ways (as much as our expectation would be created through what we learn of him from George)? We wonder what Lennie is actually like, what he would be like were we to see him on his own, were the to be left to his own devices (which may or may not happen as the story develops)?"
> *Literature T3 (coded as p-ai)*

> "Other possibilities for statistical tests include a binomial test to see if there is a significant difference in the proportion of left and right who score highly on the spatial ability tests or a Wilcoxin signed-ranks test to see if there is a significant difference in mean scores -same with gender.
> *Psychology T4 (coded as p-awat)*

R (linking previous, current and future performance)

Comments linking past, current and future performance are rather rare and often opportunities for highlighting repeated issues and rethinking advice in order to get through the student have been missed as some tutors have treated each essay as isolated products and have failed to notice and address recurrent problems.

Philosophy T2 has devised a template comment system that allows him to keep track of feedback comments given for previous essays. In the comment listed below Philosophy T2 acknowledges improvement on specific aspects of essay writing and by indicating that the student "not only shows excellent progress but excellent potential too" he also emphasizes that further progress is still possible.

History T1 shows that a repeated issue has been identified and indicates that in order to improve future performance the student needs to make the "conclusion stronger and more relevant". This is only a segment of the commentary and only offers generic advice on how this issue identified should be addressed, however, it fulfills the function at which it has been coded as it does establish a continuum between past, current and future performance and shows that the tutor is keeping track of the student's performance. It can be suggested that in this case the tutor could have queried with the student why the same mistake had been repeated and tried to understand how the advice could have been modified to better suit and help the student to resolve the issue.

> "Nevertheless, this essay, as it stands, 'represents' your continued, marked and most commendable improvement in selecting material, focusing on the set essay topic, and arguing points over the three essay; indicating not only excellent progress but excellent potential too"
> Philosophy T3 (coded as r-hai)

> "As with your last essay the conclusion could be stronger and more relevant"
> History T1 (coded as r-pcna)

[TUTOR NAME]

See advice to [STUDENT NAME] on TMA 2

→ first portion retrospective second portion linked to previous one by "ALSO" becomes additional advice. "ALSO" normally links equivalent parts of speech. It is unusual to see them linked except for the fact that it appears to indicate that the tutor expects the student to infer advice from retrospective comments in first half of commentary.

COMMENTS SUMMARISING PERFORMANCE
↓ DIFFERENT PROPORTIONS

⌐THIRD READ⌐:   (4 / 05 / 98)
EMERGING ISSUES

* DIFFICULTY IN DIFFERENTIATING BETWEEN OSTENSIVE & EXPLANATIONS

* PROMPTS FOR FURTHER REFLECTION : THEY ARE STRICTLY SPEAKING EXPLANATIONS & THEY DO NOT NECESSARILY REPRESENT ADVICE FOR FUTURE ASSIGNMENTS AS THEY CAN BE VERY SPECIFIC TO THE TOPIC OF THE CURRENT ESSAY

→ IT IS PROBABLY A CATEGORY PER SE WHICH CAN BE SUBDIVIDED

Ⓐ PROMPTS LEADING TO MORE GENERALIZED KNOWLEDGE

SOME MORE GENERALIZED ELEMENT MAY BE EXTRACTABLE

\) PROMPTS LEADING
Ⓑ EXCLUSIVELY TO MORE IN DEPTH UNDERSTANDING OF CURRENT TOPIC

ARE ALL STUDENTS CAPABLE OF THIS ?

$1

- is it extensive when a comment says what is good about something? ie see comment [T] for TMA1 for [STUDENT NAME] from [TUTOR NAME]

NEW GOAL !
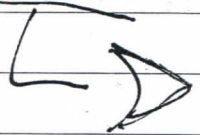
⌐⟶ AT THE END OF READING
OF ALL LIT TMAS (by WED 7/05/08 ?)
I SHOULD HAVE A FIRST REVISED
SET OF CATEGORIES/CODES

) [TUTOR NAME] !
issues from reading feedback from this tutor

(1) some summative comments have an embedded extensive element

(2) many summative / acknowledgement comments do not go beyond identifying the issue. Examples are never provided
   ↳ within these comments I should identify different levels corresponding to category sub sets

EVELS ! _____ SAY ──── ① [IT] IS GOOD
= ACKNOWLEDGMENT ┐
   │ LEADING   ② [WHAT] IS GOOD ABOUT IT
   ↓   TO
EXPLANATION   ③ [WHAT] IS GOOD ABOUT IT
   ↓   BECAUSE... [WHY]
SUMMING UP TO
EXTRACTING ADVICE FOR FUTURE

29
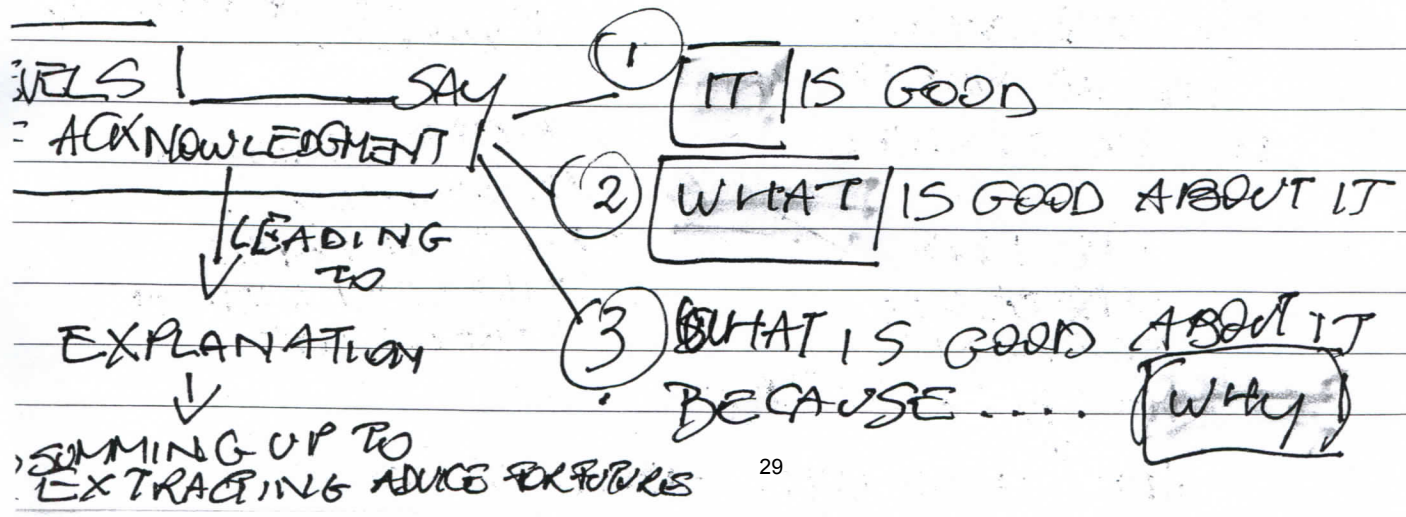
concept of ACKNOWLEDGMENT → IS
"ACKNOWLE
GMENT"
THE "RIGHT
TERM?"

(ISSUE) could we have
positive / negative
acknowledgment
or is it "neutral"?

→ in [TUTOR NAME] some comments start on
a positive note and then move to identify
a problem. Is the positive element purely
a motivational device? Should these be
broken down into 2 separate comments?
to what extent the positive comment matches
the subsequent comment linked to it?

TO IDENTIFY / CLASSIFY COMMENTS IT
IS NECESSARY TO CLARIFY AND BEING
ABLE TO ANSWER THIS QUESTION

(WHAT DOES THIS COMMENT DO?)

WHAT
THE TUTOR
THINKS
THE COMMENT
DOES

EXAMPLE OF
COMMENT FROM
MARY SKEHILL

(WHAT IS ITS FUNCTION?)

"
VERY WELL DONE
FOR A FIRST
ASSIGNMENT
IN LITERATURE"

PERCEIVED
FUNCTION
(A)

INTENDED
FUNCTION
(B)

UNINTENDED
FUNCTION
(C)

(A) ACHIEVING A
    MOTIVATIONAL RESULT
(B) REWARD STUDENT
    ACKNOWLEDGE
    QUALITY
(C) PATRONISING?
IF IT WERE A GOOD
THAT IT WOULD NOT
BE CONSIDERED AS GOOD

WHAT
THE
TUTOR
HAD
INTENDED
TO DO

HOW
THE
STUDENT
MIGHT
READ IT

NEED FOR
SHARED
MEANING ON
ITS FUNCTION
OUTCOME

(NOTE)

ALL ADDITIONAL comments at the end of [TUTOR NAME] AFS page need to be looked at as they represent a summary comments which are not incorporated in the comment box.

SEE COMME STRUCTURE IN (TUTOR NAME)
.... BUT → FOLLOWED BY SENTENCE HIGHLIGHTIN PROBLEM
... AND → FOLLOWED BY SENTENCE EXPLAININ WHY SOMETHING IS GOOD. COULD REPLACE "AND" WITH "BECAUS

[TUTOR NAME]

very complex and lengthy comments
→ need of coding by sentence rather than by comment
→ need for colour coding: for | prompts
for further reflection |

→ need for colour coding : for | recognising that student has paid attention to previous feedback |

in [TUTOR NAME]

[MAYBE] → ① FOLLOWED BY INDICATION OF OMISSION

is used for two purposes (three)
→ ② FOLLOWED BY PROMPT FOR FURTHER REFLECTION
→ ③ OCCASIONALLY TO GIVE ADVIC FOR FUTURE ASSIGNMENTS

* need for creation of broad categories
for FEEDBACK PRACTICE / APPROACHES
some un/not categories

(1)	(2)	(3)	(4)
LENGHTY SUMMARY COMMENTS	LOW LEVEL (BRIEF) SUMMARY COMMENTS	LENGHTY SUMMARY COMMENTS	LITTLE SUMMARY COMMENTS
+ (MANY?) (LENGHTY) AFS	LENGHTY AFS	+ BRIEF / MINIMAL AFS	+ LITTLE AFS

(1.A) AFS MULTIFUNCTION   (2. A) AFS MULTIFUNCTION

(1.B) AFS LIMITED IN SCOPE   (2.B) AFS LIMITED IN SCOPE

-> continuing [TUTOR NAME]   [A]

POINTING AT
EXTRACT / PAGES FROM
STUDENT WORK

-> refining (OSTENSIVE)
CRITERION

[B]

POINTING AT EXAMPLES
FROM THE LITERATURE

THE EXPLANATION,
BECOMES SPECIFIC
BY MEANS OF EXEMPLIFICATION,

EQUIVALENT OF POINTING
AT SOMETHING IN FACE TO
FACE COMMUNICATION,

-> SOMETIMES THE DEFINITION [DIALOGICAL] refers
to form/structure rather then to the content itself
SEE COMMENT [11] for [TMA1] from tutor [TUTOR NAME] to
student [STUDENT NAME] -> part of the comment can be

[8]

classified as OSTENSIVE in terms of FUNCTION
the format because DIALOGICAL as there is a
recurrent use of direct questioning / query
marks almost as if the tutor was explai
oral interacting with the student pre to
information is not presented indefinite
but is put to the student as a "possible
explanation / interpretation"

→ (NOTE) ⟶ IS THIS APPROACH SPECIFICALL
SUITED TO LITERATURE OR
WOULD ALSO A SUBJECT SUCH AS
PSY WITH A MORE "HARD SCIENCE" AH
BE SIMILAR ✓ (MORE DEFINITE / BLACK

[TUTOR NAME] ⟶ regotten to the number o
comments he normally has approximat
one page of AFS

→ (NOTE) ▶ HOW DO WE CODE (OMISSIO
[TUTOR NAME]   Ⓐ ✓
                                    EXPLANATIONS? ⟶

need to ⟵   ⟶ considered
differentiate between   / a form of
|questions| & |prompts   / explanation
              for further
              reflection|
       ↓   ↓
RETROSPECTIVE   BUILDING
        something KNOWLEDGE   not necessa
        findable   on question
        has play   but somethin
        number   that could the
COULD CONTRIBUTE TO   enhance the
BUILDING NEW KNOWLEDGE   analysis
INDIRECTLY
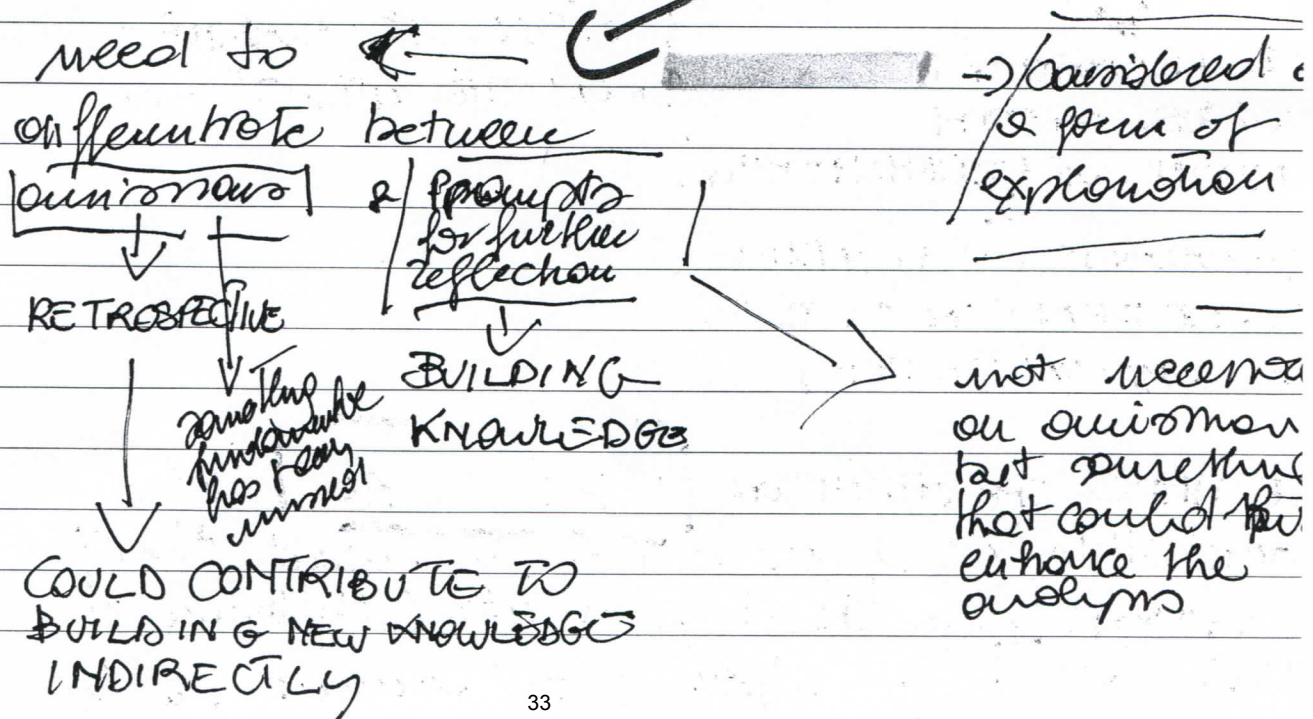
(*) Use of [QUESTION] as a device to make a point in an indirect or unthreatening manner where normally one would expect an assertion, particularly when the question is identifying a problem. Normally this function would be coloured by an acknowledgment / summative comment.

SOMETIMES THE QUESTION IS ONLY "APPARENT" = RETHORICAL QUESTIONING

IT DOES NECESSARILY EXPECT A DIVERGENT ANSWER AS THE ANSWER IS INBUILT IN THE QUESTION	THIS TYPE OF QUESTIONING IS USED TO MAKE A POINT / AN EVALUATION
	→ THIS IS OFTEN USED BY F. WEST AND HIS USE OF QUESTION MARK IS SOMETIMES IRRITATING / UNECESSARY

→ (NOTE)

SEE POINT / COMMENT (6) TMA 2 FOR
→ TUTOR NOT CLEAR ABOUT STUDENT'S WORDING
(?) TO LIST UNDER EXPLANATION / CLARIFICATION.

——→ sometimes is difficult to differentiate between assertions and prompts for further analysis as they might be worded in similar terms: generally assertions tend to be ASSERTIONS and prompts tend more frequent to be QUESTIONS. Assertions tend to be more definite in their wording whereas prompts are more tentative as suggestions.

[TO]

LAYERS OF ANALYSIS — (PROCESS)
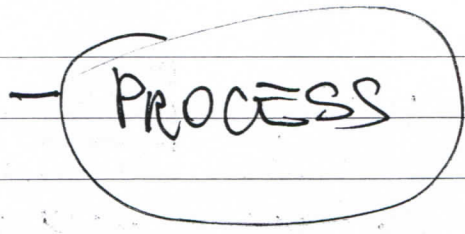
1) SUMMARY
COMMENTS IN BOX

SIMILAR
SETS
OF CODES ? ①

2) AFS

SOME CODING
FOR

LEVEL
OF DETAIL
— COMPLEXITY
FOCUS

②
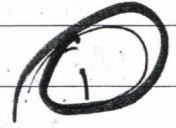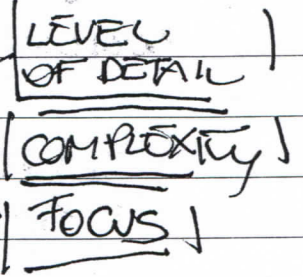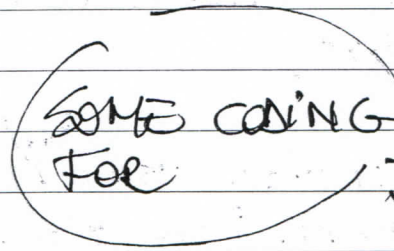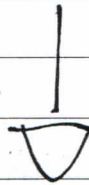
CORE
CRITERIA
IN THE
DIAGRAM
(EMBEDDING
DIALOGUE) → DERIVE SUBSETS ③
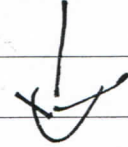
DEFINE WHAT
DETERMINE *
⑥ RELATE   SUBSET AND   ④
SUBSETS   DIFFERENTIATE
BACK TO   BETWEEN POTENTIALLY
CORE CRITERIA   SIMILAR SUBSETS
TO ENSURE
THAT THE
ANALYSIS HAS   FIRST   IDENTIFY   ⑤
NOT MOVED   DIFFERENTIATION → FUNCTION
AWAY FROM
ORIGINAL GOAL

⑦
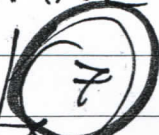
IF NECESSARY ADD ADDITIONAL
OR ALTERNATIVE CRITERIA

35

First Coding	Second Coding	Third Coding		
(student name removed) An Interesting, thought provoking essay (brave too: who would dare to choose epigram as a subject matter). Good research, covered a lot of ground (although don't feel that you have to include all research in final draft - some quotation was unecessary). Several instances of unclear expression marred the work in places and a couple of important points re the language in the poems were missed. Nonetheless a very good piece of work. Keep this going - as it highly productive and will serve you well in the long run.	(student name removed) An Interesting, thought provoking essay (brave too: who would dare to choose epigram as a subject matter). Good research, covered a lot of ground (although don't feel that you have to include all research in final draft - some quotation was unecessary). Several instances of unclear expression marred the work in places and a couple of important points re the language in the poems were missed. Nonetheless a very good piece of work. Keep this going - as it highly productive and will serve you well in the long run.	(student name removed) An Interesting, thought provoking essay (brave too: who would dare to choose epigram as a subject matter). Good research, covered a lot of ground (although don't feel that you have to include all research in final draft - some quotation was unecessary). Several instances of unclear expression marred the work in places and a couple of important points re the language in the poems were missed. Nonetheless a very good piece of work. Keep this going - as it highly productive and will serve you well in the long run.	A-m D-h Am-d AFA-ps Om-r A-ii-lu OM-cco AM-b M-b	L1 L3 L1 L4 L1 L1 L1 L1 L3

D.6

Oscail
ASSIGNMENT FORM

Please use a **black ball point pen** and lean firmly when completing this form.
Ensure **all three** copies are legible and that the complete assignment is sent with the form.

(Assignments must be in type-written format)

To be completed by student

To be completed by student

Student ID. Number: _____

Module: PHIL _____ Level: 3

Assignment No: 2

Date Sent to Tutor: 20/6/05

To be completed by student

Course Title:

I certify that this assignment is my own work and I have not copied the work of any other student or individual.

Signed: _____ Date: 20/6/05

This section to be completed by tutor only.
Tutor, please retain the back copy of the form for your records.

Tutor ID Number: _____ Name: _____

Date received from student: Date sent to Oscail: Date received by Oscail:
21/06/05   02/07/05   4/7/05

Tutor's Comments and advice to student.   MARK 71%

Supplied at end of
typed comments (p.3)

39

OSCAIL- NATIONAL DISTANCE EDUCATION CENTRE
Dublin City University

Course: B.A. (Humanities) Programme

Module: Philosophy—Philosophy of Values: Ethics and Aesthetics
Level: 3

Student's Name: [NAME REMOVED]   **Student Id. No.:**

Tutor's Name: [NAME REMOVED]   Tutor's Id. No.:

Tutor Marked Assignment (No. 2)

Marginal Numbered Comments

June, 2005

1. Excellent introduction—clear and concise and to the point.   A - SC

2. Just to note: Devlin seems to equate what is immoral with what is bad for society as such, hence, this 'confusion' leads to such statements by commentators, in this case the one by Duddy you mention. Ultimately, however, Devlin is not a legal moralist, for it is not the immorality as such that is to be outlawed, but the immorality that does damage to the smooth-functioning of society as such e.g. if half the population got drunk.........   E - TESP

3. See above comment 2.   E - TSP

4. 'on the grounds'=for the reasons (just a comment).   O - TRSP

5. About the function of the law The Wolfenden Report does state: 'its [the law's] function is to preserve public order and decency, to protect the citizen from what is offensive or injurious, and to provide sufficient safeguards against exploitation and corruption of others.' Thus, according to the Report, the function of law is to do the following and nothing else: (i) to preserve public order and decency, (ii) to protect against offence and injury, (iii) to protect against corruption and exploitation. Now, though the Report says that it is not of the law's business to concern itself with (private) morality (of actions done in private), note that: '(public) order', 'injury' and 'exploitation' are legal-factual non-evaluative terms that can be objectively determined, e.g. loud noise, broken arm, not getting wages, whereas 'decency', 'offence', 'corruption' are moral-evaluative terms comprising an irreducible subjective factor that is not objectively determinable e.g. what if the decent (moral/right) thing to do is not to obey what the law enjoins, how is the law to operate with that one?; and what is offensive to one person, may not be offensive to another, so on what basis can something that is offensive to some be banned for others to   O-PSS

1

whom it appears not offensive, or how can the law protect 'x' from being corrupted by banning 'y' if 'y' corrupts seven people and not seventy people etc. Nevertheless, what the Report ultimately and actually endorses is the legal liberalist view, that is, the position that the law should not be concerned with morality as such at all, but only with that which has a detrimental effect on the functioning of society as such (i.e. that which his damaging to society as such e.g. dis-order, injury, exploitation). This is the *sole* justification for state intervention and regimentation of an individual's actions in society. So, the Report falls down on the legal *liberalist* position and not on the legal *moralist* side of the debate.

P- AWAT

6. See above comment 2.   *P- AWAT*

7. And it is because that it causes harm, not that it is immoral, that is the reason (justification) for state intervention.   *E - TESP*

8. Harte's point here is that Devlin is for the enforcement of the most popular viewpoint on morality and not for the enforcement of morality as such.   *E-C*

9. See above comment 5.   *P- AWAT*

10. Is this true though? E.g. wishing your neighbour ill is an immoral act, but what *can* the law do about that? This is a theoretical limit to the 'scope' of the law in relation to the enforcement of morality. (2) Hart would go as far as to argue that morality is not the kind of thing that can be enforced. What is being enforced is a line of conduct (even if it is being enforced for moral reasons). Part of doing the right thing entails belief (conviction) that it is the right thing—this cannot be enforced as such. (3) This is another problem for the strict, legal-moralist position: the fact that someone disagrees with your moral viewpoint—say you think 'x' is wrong—this does not mean that that person does not have a moral viewpoint—he thinks 'x' is right. Thus, if the law is to enforce 'all' moral viewpoints, how is it to get around that one? (Devlin gets around this one by evading it, He goes for the most typical or popular view of morality in society as such.)   *E-C*

11. This is a particular difficulty for Millian liberals who say that 'harm to others' is to be the *sole* principle, when what the law itself prescribes might cause more harm. Another problem here, however, is that if the law is to take all forms of harm inflicted on others into consideration, the law would be involved in nearly every single dimension of behaviour (from the sport of boxing and fishing, to financial competition forcing the shop on the corner to close down [financial harm], to student's feeling bad [emotional harm] about not receiving a higher grade in an essay-assignment, to parents slapping children [physical harm] in private or public, to religious cults requiring obedience to certain practices [spiritual harm] etc...)   *P-PRCP*   *E-TesP*

12. Very good reading and reflection done and attempted.   *A - Sc*

2

41

Tutor's Comments and Advice to Student: **MARK: 71%**

Overall, excellent effort to think this very complex and intricate issue concerning the proper relation of morality to law out for yourself and to address the questions set for this assignment. In particular, very good attempt in your concluding paragraphs to incorporate and to apply your own critical understanding of similar matters of concern in Ireland today to the topic of set assignment-essay. Well done, Eithne. Keep up the good work. This essay is well argued and well presented; excellent reading and reflection attempted.

Advice on to improve:

(1) As noted in my last comments and advice to you, 'when (re-)stating a viewpoint, or belief, or argument of an author (or of yourself) follow this up by *explaining* that viewpoint, or belief, or argument i.e. by *arguing* the points.' You do this very well most of the time, but you need to do this all the time in order to demonstrate better your understanding of the issues. See comments nos.: 2., 8. & 10.

(2) Also, as mentioned in my previous comments, 'after supplying the reasons and arguments that support a particular viewpoint or belief, then *assess* the merits and de-merits of those reasons/ arguments. In this way you will display better *your critical understanding of the issues*'. Again, you do this in your essay, but you just need to do this throughout your essay; see comments nos.: 2., 7., 10. & 11. Your concluding paragraphs, however, indicate excellent promise and potential in this regard.

(3) Keep up the excellent effort at reading and at trying to think matters out for yourself.

25 June, 2005

Chapter 7 (Context 1 –Phase 2) Appendices

Student Name & address	Date Student Sent assignment:		Mark obtained:
	Date Received by Tutor:		
Student ID	Date Sent to Oscail:		

Tutor Name: ID:	Module	Group	Assignment No

Summary of Performance*

Performance Components	Bands					
	Excellent (H1)	Very Good (H2.1)	Good (H2.2)	Fair (H3)	Weak	Poor (Fail)
Presentation (Style)						
Attention to assignment task						
Structure						
Analysis						
Use of sources						
References						
Introduction						
Conclusion						

*This table indicates the performance categories achieved in selected components of the student's assignment, and is designed to indicate the main strengths and areas in need of improvement of the student's work. The final mark is based on the overall performance, and is not calculated as an average of the performance results for each of the individual performance components.

Summary Comments

ADVICE FOR FUTURE ASSIGNMENTS

Annotated Feedback
(refer to Assignment for the sections relating to the following comments)

1.

Sections	Function	Expected comments levels *(as per levels identified in chapter 6)*
Summary of performance table	• at a glance overview of the assessment outcome & acknowledgment of merit • Identification of problematic issues previously done in discursive terms. • Performance broken down according to 8 assessment criteria are listed: Introduction; Conclusion; Structure; Analysis; Attention to Assignment Task; Presentation; Use of sources; and Referencing and classified according to grading bands for each criterion. • Visual classification of the performance offers an quick means for comparison of performance in relation to individual criteria for each assessment task (emphasis on learning process)	Level 1 (classification of performance without comment)
Summary Comments	• General comment summarising overall impression. • Discursive commentary linking to the evaluation presented in the Summary of Performance Table particularly in relation to the weaker components.	Mostly Level 1 comments + some motivational comment (either level 3 or 4)
Advice for Future Assignments	• Building on feedback comments offered in other boxes by giving specific advice on how to address the problematic issues identified in the Performance Table and in the summary comments (prompts further reflection • summarises and generalise advice given on specific issues in the annotated feedback comments • Links previous performance with current performance to acknowledge improvement and encourage further advancement.	Level 3 and 4
Annotated feedback comments Box	• Identify problematic issues (with specific reference to particular sections of assignments) • Referring to specific issues within the body of the assignment to offer corrections and prompt reflection to further analysis (corrections) • Offer exemplifications • Ask for clarification in relation to unclear passages	Level 2,3

Feedback prior to coding

			Mark obtained:
	Date Student Sent assignment:		
Student 1	**Date Received by Tutor:**		53
	Date Sent to Oscail:		

Tutor	Module	Group	Assignment No
History T1	**HIS1**		**1**

Summary of Performance*

Performance Components	Bands					
	Excellent (H1)	Very Good (H2.1)	Good (H2.2)	Fair (H3)	Weak	Poor (Fail)
Presentation (Style)				X		
Attention to assignment task			X			
Structure				X		
Analysis			X			
Use of sources				X		
References				x		
Introduction					X	
Conclusion				X		

This table indicates the performance categories achieved in selected components of the student's assignment, and is designed to indicate the main strengths and areas in need of improvement of the student's work. The final mark is based on the overall performance, and is not calculated as an average of the performance results for each of the individual performance components.

Summary Comments

You have shown a careful reading of the document and made some good points. This would have been a better essay, I think, if you had dealt with the examples of each of the strands of conduct together, for example, all the fraudulent relics in one paragraph and all the "passive begging" in another. This would help create more of a discussion. As it is it tends to give the impression that you are picking out pieces as you read through it. Your introduction was on the lengthy side. Overall, though, this work shows promise and I look forward to your next assignment

Check out the rules for historical referencing and making a bibliography. I suggest that when you prepare your next assignment you should approach it by deciding what points you wish to make and then illustrate them by references to events etc.

Annotated Feedback

(refer to Assignment for the sections relating to the following comments)

1. Give full reference here. Your readers should be able to check up on source easily.
2. For an essay of this length, this is rather too long an introduction. Your readers will know the background so there's no need to give biographical details for instance.
3. I think that it would be better to put all the incidents together of clerics' making pilgrims pay more than they would have done had they been alone.
4. Likewise there are more examples of fake relics which could be put together in one paragraph
5. Tie this in with the conduct of the church personnel, otherwise it is irrelevant to this assignment title.
6. You might make more of this. The shells were undoubtedly given as souvenirs when pilgrims had donated at the shrine and O. admits they were plentiful in the vicinity which would enable the church personnel to make a good profit

Coded feedback

Type	C. no.	Comment	code	Level
SM	1	You have shown a careful reading of the document and made some good points	a-je	1
SM	1	This would have been a better essay, I think, if you had dealt with the examples of each of the strands of conduct together	a-ii-es	1
SM	1	for example, all the fraudulent relics in one paragraph and all the "passive begging" in another.This would help create more of a discussion. As it is it tends to give the impression that you are picking out pieces as you read through it.	o-eusp	2
SM	1	Your introduction was on the lengthy side.	a-ii-es	1
SM	1	Overall, though, this work shows promise and I look forward to your next assignment	m-b	3
AFA	1	Check out the rules for historical referencing and making a bibliography	o-pss	2
AFA	1	I suggest that when you prepare your next assignment you should approach it by deciding what points you wish to make and then illustrate them by references to events etc.	afa-co	4
AFS	1	Give full reference here. Your readers should be able to check up on source easily.	c-g-ref	2
AFS	2	For an essay of this length, this is rather too long an introduction.	a-ii-es	1
AFS	2	readers will know the background so there's no need to give biographical details for instance.	c-p-st	2
AFS	3	I think that it would be better to put all the incidents together of clerics' making pilgrims pay more than they would have done had they been alone.	c-p-st	2
AFS	4	Likewise there are more examples of fake relics which could be put together in one paragraph	c-p-st	2
AFS	5	Tie this in with the conduct of the church personnel, otherwise it is irrelevant to this assignment title.	c-co-r	2
AFS	6	You might make more of this. The shells were undoubtedly given as souvenirs when pilgrims had donated at the shrine and O. admits they were plentiful in the vicinity which would enable the church personnel to make a good profit	p-ed	3

Data collected	Analysis focus	Analytical method	Purpose	Research Questions
Feedback comments (189 feedback sheets /3 essays per student) **10 tutor monitoring reports (2 for each tutor)**	**Changes in tutor feedback provision style**	**Framework analysis** Application of codes generated in chapter 6 Pattern identification	Comparing feedback provision as categorised inn chapter 6 to feedback after the introduction of the new format. Determining whether the new feedback format fostered a change towards a more dialogical approach to feedback Evaluating feedback format effectiveness	*Can a dialogically infused pedagogical intervention (the introduction of the new feedback report form) bring about change in tutors' feedback provision in the direction of more dialogical practice?*
Group and individual student performance (individual essay overall marks)	<u>**Performance Macro analysis**</u>**: impact of feedback on overall learning improvement**	**Qualitative analysis of numeric data**	Comparing performance patterns among the 5 groups and identify possible relations between tutor feedback provision and levels of improvement for each group.	*Can trends indicating learning development can also be found in students performance (in response to feedback received using the new feedback report format)?*
Summary of performance tables & relevant feedback comments	<u>**Performance Micro analysis:**</u>	**Qualitative** Analysis of summary of performance tables for individual students to identify improvement in relation to specific criteria and in response to feedback	Determine whether trends in performance in response to feedback (dialogical) can be identified as a response to advice received n relation to specific assessment criteria.	
End of year (2006-2007) tutor and student evaluation questionnaire	**Evaluation of effectiveness of the new assessment feedback form**	**Qualitative**	Collect the views of the broader Oscail BA in Humanities on the introduction of the new assessment feedback format Gauge tutors and students' level of satisfaction Identify weaknesses in the format and areas in need of further improvement	*Can the new assessment form be considered an improvement on the previous one?*

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PHASE 1

Code	Lvl	SM N	SM %	AFS N	AFS %	Ntot N	Ntot %
R-hai	4	0	0	0	0	0	0
R-pca	4	0	0	0	0	0	0
R-sip	4	0	0	0	0	0	0
R-pcna	4	1	3	0	0	1	1
AFA-g-ref	4	0	0	2	2	2	1
AFA-g-sp	4	0	0	0	0	0	0
AFA-p-l	4	0	0	0	0	0	0
AFA-p-s	4	0	0	0	0	0	0
AFS-es	4	0	0	0	0	0	0
AFA-co	4	0	0	0	0	0	0
M-l	3	2	5	0	0	2	1
M-b	3	4	10	0	0	4	3
D-ed	3	0	0	0	0	0	0
D-o	3	0	0	0	0	0	0
D-c	3	0	0	3	3	3	2
D-h	3	0	0	0	0	0	0
D-pe	3	2	5	0	0	2	1
P-ai	3	0	0	2	2	2	1
P-ed	3	0	0	5	5	5	4
P-awat	3	0	0	2	2	2	1
P-prcp	3	0	0	2	2	2	1
O-pps	3	1	3	2	2	3	2
O-exp	3	0	0	5	5	5	4
O-eusp	2	0	0	2	2	2	1
O-trsp	2	0	0	2	2	2	1
C-g-ref	2	1	3	5	5	6	4
C-g-sp	2	0	0	0	0	0	0
C-p-st	2	1	3	2	2	3	2
C-p-l	2	0	0	0	0	0	0
C-p-s	2	0	0	1	1	1	1
C-co-r	2	6	15	12	12	18	13
C-co-c	2	0	0	6	6	6	4
C-co-in	2	0	0	14	14	14	10
M-d	1	0	0	0	0	0	0
A-m-d	1	1	3	3	3	4	3
A-m-b	1	1	3	3	3	4	3
A-je-	1	8	21	0	0	8	6
A-ii-wr	1	2	5	0	0	1	1
A-ii-r	1	1	3	0	0	1	1
A-ii-lu	1	0	0	1	1	1	1
A-ii-es	1	0	0	2	2	2	1
A-ii-rt	1	2	5	11	11	13	9
A-ii-ad	1	5	13	4	4	9	6
A-ii-c	1	0	0	0	0	0	0
OM-r	1	0	0	1	1	1	1
OM-m	1	0	0	3	3	3	2
OM-cco	1	0	0	1	1	1	1
E-tac-d	1	1	3	6	6	7	5
E-tac-m	1	0	0	1	1	1	1

% of overall feedback: 27 / 73

Group totals: 3 (2.00), 30 (21.00), 52 (37.00), 57 (40.00)

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PHASE 2

Code	Lvl	SM N	SM %	AFS N	AFS %	AFA N	AFA %	Ntot N	Ntot %
R-hai	4	8	5	0	0	0	0	8	1
R-pca	4	1	1	0	0	0	0	1	0
R-sip	4	0	0	0	0	0	0	0	0
R-pcna	4	4	2	0	0	3	4	7	1
AFA-g-ref	4	0	0	0	0	0	0	0	0
AFA-g-sp	4	0	0	0	0	0	0	0	0
AFA-p-l	4	0	0	0	0	1	1	1	0
AFA-p-s	4	0	0	0	0	3	4	3	1
AFS-es	4	0	0	0	0	8	10	8	1
AFA-co	4	3	2	0	0	33	40	36	6
M-l	3	19	11	0	0	2	2	21	4
M-b	3	15	9	0	0	8	10	23	4
D-ed	3	0	0	2	1	1	1	3	1
D-o	3	0	0	0	0	0	0	0	0
D-c	3	1	1	1	0	0	0	2	0
D-h	3	0	0	0	0	0	0	0	0
D-pe	3	0	0	2	1	0	0	2	0
P-ai	3	0	0	6	2	0	0	6	1
P-ed	3	0	0	4	1	0	0	4	1
P-awat	3	0	0	5	2	0	0	5	1
P-prcp	3	0	0	15	5	0	0	15	3
O-pps	3	3	2	12	4	14	17	29	5
O-exp	3	0	0	15	5	0	0	15	3
O-eusp	2	7	4	8	2	2	2	17	3
O-trsp	2	0	0	2	2	0	0	0	0
C-g-ref	2	0	0	8	2	0	0	8	1
C-g-sp	2	0	0	2	1	0	0	2	0
C-p-st	2	5	3	16	5	0	0	21	4
C-p-l	2	0	0	4	1	0	0	4	0
C-p-s	2	0	0	0	0	0	0	0	0
C-co-r	2	21	13	47	14	1	1	69	12
C-co-c	2	0	0	25	8	0	0	25	4
C-co-in	2	0	0	0	0	0	0	0	0
M-d	1	0	0	0	0	0	0	0	0
A-m-d	1	4	2	18	5	0	0	22	4
A-m-b	1	0	0	6	2	0	0	6	1
A-je-	1	38	10	0	0	2	2	40	4
A-ii-wr	1	4	2	0	0	0	0	4	1
A-ii-r	1	1	1	3	1	2	2	6	1
A-ii-lu	1	3	2	6	2	1	1	10	2
A-ii-es	1	7	4	0	0	0	0	7	1
A-ii-rt	1	6	4	24	7	1	1	31	5
A-ii-ad	1	14	8	13	4	0	0	27	5
A-ii-c	1	0	0	0	0	0	0	0	0
OM-r	1	0	0	8	2	0	0	8	1
OM-m	1	1	1	1	2	0	0	2	0
OM-cco	1	1	1	1	3	0	0	2	2
E-tac-d	1	1	0	48	15	0	0	49	8
E-tac-m	1	0	0	20	6	0	0	20	3

% of overall feedback: 29 / 57 / 14

Group totals: 65, 125, 146, 244 — tot 579

PHASE 1

Category	level	SM N	SM %	AFS N	AFS %	AFA N	N tot %	tot	%
% of overall feedback		39		61					
TOT		67	100	106	100	173	100	173	100
R-hai	4	0	0	0	0	0	0		
R-pca	4	0	0	0	0	0	0		
R-sip	4	0	0	0	0	0	0		
R-pcna	4	0	0	0	0	0	0		
AFA-g-ref	4	0	0	0	0	0	0		
AFA-g-sp	4	0	0	0	0	0	0	12	7.00
AFA-p-l	4	0	0	0	0	0	0		
AFA-p-s	4	0	0	0	0	0	0		
AFS-es	4	3	4	2	2	5	3		
AFA-co	4	5	8	2	2	7	4		
M-l	3	0	0	0	0	0	0		
M-b	3	11	16	4	4	15	9		
D-ed	3	0	0	2	2	2	1		
D-o	3	0	0	0	0	0	0		
D-c	3	0	0	0	0	0	0		
D-h	3	0	0	0	0	0	0		
D-pe	3	0	0	0	0	0	0	36	21.00
P-ai	3	0	0	0	0	0	0		
P-ed	3	0	0	0	0	0	0		
P-awat	3	0	0	0	0	0	0		
P-prcp	3	0	0	11	10	11	3		
O-pps	3	0	0	5	5	5	3		
O-exp	3	0	0	3	3	3	3		
O-eusp	2	1	1	0	0	1	1		
O-trsp	2	0	0	8	8	8	5		
C-g-ref	2	0	0	8	8	8	5		
C-g-sp	2	0	0	0	0	0	0		
C-p-st	2	2	3	4	4	6	3	42	24.00
C-p-l	2	2	3	6	6	8	5		
C-p-s	2	0	0	4	4	4	2		
C-co-r	2	0	0	1	1	1	1		
C-co-c	2	0	0	0	0	0	0		
C-co-in	2	0	0	6	6	6	3		
M-d	1	0	0	0	0	0	0		
A-m-d	1	0	0	1	1	1	1		
A-m-b	1	7	10	8	8	15	9		
A-je-	1	8	12	0	0	8	5		
A-ii-wr	1	2	3	0	0	2	1		
A-ii-r	1	2	3	3	3	5	3	83	48.00
A-ii-lu	1	0	0	0	0	0	0		
A-ii-es	1	5	8	0	0	5	3		
A-ii-rt	1	5	7	2	2	7	4		
A-ii-ad	1	4	6	0	0	4	2		
A-ii-c	1	0	0	0	0	0	0		
OM-r	1	0	0	8	8	8	5		
OM-m	1	2	3	0	0	2	1		
OM-cco	1	4	6	1	1	5	3		
E-tac-d	1	4	6	14	13	18	10		
E-tac-m	1	0	0	3	3	3	3		

PHASE 2 — 58

Category	level	SM N	SM %	AFS N	AFS %	AFA N	AFA %	N tot %	tot	%
% of overall feedback		14		56		30				
TOT		63	100	254	100	134	100	451	100	
R-hai	4	3	5	0	0	2	1	5	1	
R-pca	4	0	0	0	0	0	0	0	0	
R-sip	4	0	0	0	0	0	0	0	0	
R-pcna	4	0	0	0	0	0	0	0	0	
AFA-g-ref	4	0	0	2	1	9	7	11	2	
AFA-g-sp	4	0	0	0	0	0	0	0	0	76	17.00
AFA-p-l	4	0	0	2	1	8	6	10	2	
AFA-p-s	4	0	0	3	1	1	1	4	1	
AFS-es	4	0	0	12	5	17	13	29	6	
AFA-co	4	0	0	8	3	9	7	17	4	
M-l	3	0	0	0	0	0	0	0	0	
M-b	3	0	0	0	0	6	4	6	1	
D-ed	3	0	0	0	0	0	0	0	0	
D-o	3	0	0	0	0	0	0	0	0	
D-c	3	0	0	0	0	0	0	0	0	
D-h	3	0	0	0	0	0	0	0	0	
D-pe	3	0	0	0	0	0	0	0	0	156	34.6
P-ai	3	0	0	0	0	0	0	0	0	
P-ed	3	0	0	3	1	0	0	3	1	
P-awat	3	0	0	3	1	0	0	3	1	
P-prcp	3	0	0	100	39	1	1	101	22	
O-pps	3	25	41	0	0	17	13	42	9	
O-exp	3	0	0	1	0	0	0	1	0	
O-eusp	2	0	0	4	2	0	0	4	1	
O-trsp	2	0	0	0	0	0	0	0	0	
C-g-ref	2	1	1	0	0	0	0	1	0	
C-g-sp	2	0	0	0	0	0	0	0	0	
C-p-st	2	2	4	11	4	4	3	17	4	75	17.00
C-p-l	2	0	0	7	3	1	1	8	2	
C-p-s	2	1	1	9	4	1	1	11	2	
C-co-r	2	0	0	27	11	5	4	32	7	
C-co-c	2	0	0	2	1	0	0	2	0	
C-co-in	2	0	0	0	0	0	0	0	0	
M-d	1	0	0	0	0	0	0	0	0	
A-m-d	1	0	0	0	0	9	7	9	2	
A-m-b	1	0	0	0	0	0	0	0	0	
A-je-	1	21	33	0	0	13	10	34	10	
A-ii-wr	1	0	0	0	0	3	2	3	1	
A-ii-r	1	2	4	1	0	4	3	7	2	144	32.00
A-ii-lu	1	1	1	1	0	3	2	5	1	
A-ii-es	1	4	6	4	2	8	6	16	4	
A-ii-rt	1	0	0	18	7	1	1	19	4	
A-ii-ad	1	3	5	4	2	10	7	17	4	
A-ii-c	1	0	0	0	0	0	0	0	0	
OM-r	1	0	0	4	2	1	1	5	1	
OM-m	1	0	0	0	0	0	0	0	0	
OM-cco	1	0	0	5	2	1	1	6	1	
E-tac-d	1	0	0	22	9	0	0	22	5	
E-tac-m	1	0	0	1	0	0	0	1	0	

PHASE 1

Category	Level	SM (N)	SM (%)	AFS (N)	AFS (%)	Ntot (N)	Ntot (%)	tot	%
R-hai	4	0	0	0	0	0	0		
R-pca	4	0	0	0	0	0	0		
R-sip	4	0	0	0	0	0	0		
R-pcna	4	0	0	0	0	0	0		
AFA-g-ref	4	0	0	0	0	0	0	5	7.69
AFA-g-sp	4	0	0	0	0	0	0		
AFA-p-l	4	0	0	0	0	0	0		
AFA-p-s	4	1	3	0	0	1	2		
AFS-es	4	2	7	0	0	2	3		
AFA-co	4	2	7	0	0	2	3		
M-l	3	3	10	0	0	3	5		
M-b	3	1	3	0	0	1	2		
D-ed	3	0	0	0	0	0	0		
D-o	3	0	0	0	0	0	0		
D-c	3	0	0	0	0	0	0		
D-h	3	0	0	0	0	0	0	12	18.46
D-pe	3	0	0	0	0	0	0		
P-al	3	1	3	2	6	3	5		
P-ed	3	0	0	0	0	0	0		
P-awat	3	0	0	0	0	0	0		
P-prcp	3	1	3	0	0	1	2		
O-pps	3	0	0	3	9	3	5		
O-exp	3	0	0	1	3	1	2		
O-eusp	2	2	7	3	9	5	8		
O-trsp	2	0	0	0	0	0	0		
C-g-ref	2	0	0	2	6	2	3		
C-g-sp	2	0	0	0	0	0	0		
C-p-st	2	1	3	1	3	2	3	21	32.31
C-p-l	2	0	0	0	0	0	0		
C-p-s	2	0	0	2	6	2	3		
C-co-r	2	2	7	4	12	6	9		
C-co-c	2	0	0	1	3	1	2		
C-co-in	2	0	0	3	9	3	5		
M-d	1	0	0	0	0	0	0		
A-m-d	1	2	6	1	3	3	5		
A-m-b	1	0	0	3	9	3	5		
A-je-	1	6	19	0	0	6	9		
A-ii-wr	1	0	0	0	0	0	0		
A-ii-r	1	0	0	0	0	0	0		
A-ii-lu	1	1	3	3	9	4	6	27	41.54
A-ii-es	1	1	3	0	0	1	2		
A-ii-rt	1	1	3	0	0	1	2		
A-ii-ad	1	0	0	2	6	2	3		
A-ii-c	1	0	0	0	0	0	0		
OM-r	1	1	3	0	0	1	2		
OM-m	1	0	0	0	0	0	0		
OM-cco	1	3	10	0	0	3	5		
E-tac-d	1	0	0	2	6	2	3		
E-tac-m	1	0	0	1	3	1	2		

TOT: SM N = 31 (100%), AFS N = 34 (100%), Ntot = 65 (100%), tot = 65 (100%)
% of overall feedback: SM = 48, AFS = 52
Total % = 60

PHASE 2

Category	Level	SM (N)	SM (%)	AFS (N)	AFS (%)	AFA (N)	AFA (%)	Ntot (N)	Ntot (%)	tot	%
R-hai	4	7	4	0	0	2	2	9	2		
R-pca	4	3	2	1	1	1	1	5	1		
R-sip	4	0	0	0	0	0	0	0	0		
R-pcna	4	1	1	0	0	0	0	1	0		
AFA-g-ref	4	6	4	0	1	2	2	10	2	89	15.00
AFA-g-sp	4	0	0	0	0	1	1	1	0		
AFA-p-l	4	0	0	1	1	1	1	2	0		
AFA-p-s	4	0	0	2	1	1	1	3	1		
AFS-es	4	2	1	2	1	8	9	12	2		
AFA-co	4	9	6	2	1	35	39	46	8		
M-l	3	5	3	0	0	13	14	18	3		
M-b	3	9	6	0	0	8	9	17	3		
D-ed	3	1	1	2	1	1	1	4	1		
D-o	3	0	0	1	0	0	0	1	0		
D-c	3	0	0	0	0	0	0	0	0		
D-h	3	0	0	0	0	0	0	0	0	224	38.4
D-pe	3	0	0	6	2	0	0	6	1		
P-al	3	5	3	39	12	0	0	44	8		
P-ed	3	1	1	5	2	0	0	6	1		
P-awat	3	0	0	5	2	0	0	5	1		
P-prcp	3	4	3	35	10	0	0	39	7		
O-pps	3	0	0	0	0	4	4	4	1		
O-exp	3	6	4	74	22	0	0	80	14		
O-eusp	2	2	1	9	3	0	0	11	2		
O-trsp	2	0	0	0	0	0	0	0	0		
C-g-ref	2	3	2	3	1	0	0	6	1		
C-g-sp	2	0	0	0	0	0	0	0	0		
C-p-st	2	3	2	8	2	0	0	11	2	82	14.00
C-p-l	2	0	0	0	0	1	1	1	0		
C-p-s	2	0	0	3	1	0	0	3	1		
C-co-r	2	12	8	32	10	0	0	44	8		
C-co-c	2	0	0	6	2	0	0	6	1		
C-co-in	2	0	0	0	0	0	0	0	0		
M-d	1	0	0	0	0	0	0	0	0		
A-m-d	1	15	9	49	15	5	6	69	12		
A-m-b	1	1	1	0	0	0	0	1	0		
A-je-	1	40	25	0	0	2	2	42	7		
A-ii-wr	1	0	0	2	1	0	0	2	0		
A-ii-r	1	2	1	0	0	0	0	2	0		
A-ii-lu	1	0	0	0	0	0	0	0	0	189	32.40
A-ii-es	1	5	3	8	2	1	1	14	2		
A-ii-rt	1	1	1	4	1	0	0	5	1		
A-ii-ad	1	6	4	5	1	2	2	13	2		
A-ii-c	1	0	0	0	0	0	0	0	0		
OM-r	1	1	1	2	1	0	0	3	1		
OM-m	1	0	0	2	1	1	1	3	1		
OM-cco	1	9	6	9	3	1	1	19	3		
E-tac-d	1	0	0	12	4	0	0	12	2		
E-tac-m	1	0	0	4	1	0	0	4	1		

TOT: SM N = 159 (100%), AFS N = 335 (100%), AFA N = 90 (100%), Ntot = 584 (100%), tot = 584
% of overall feedback: SM = 27, AFS = 57, AFA = 16

PHASE 1

Coding categories (column headers, grouped by colour/level):

Level	Category
4	R-hai, R-pca, R-sip, R-pcna
4	AFA-g-ref, AFA-g-sp, AFA-p-l, AFA-p-s, AFS-es, AFA-co
3	M-l, M-b
3	D-ed, D-o, D-c, D-h, D-pe
3	P-ai, P-ed, P-awat, P-prcp
3	O-pps, O-exp
2	O-eusp, O-trsp
2	C-g-ref, C-g-sp, C-p-st, C-p-l, C-p-s, C-co-r, C-co-c, C-co-in
1	M-d
1	A-m-d, A-m-b, A-je-, A-ii-wr, A-ii-r, A-ii-lu, A-ii-es, A-ii-rt, A-ii-ad, A-ii-c
1	OM-r, OM-m, OM-cco
1	E-tac-d, E-tac-m

Row labels: SM (N), SM (%), AFS (N), AFS (%), Ntot (%), tot, %

% of overall feedback: 51, 49

PHASE 2

Same coding categories as above.

Row labels: SM (N), SM (%), AFS (N), AFS (%), AFA (N), AFA (%), nTOT (%), tot, %

% of overall feedback: 33, 44, 24

PHASE 1

Category	Lvl	SM N	SM %	AFS N	AFS %	Ntot N	Ntot %
R-hal	4	0	0	0	0	0	0
R-pca	4	1	4	0	0	1	1
R-slp	4	0	0	0	0	0	0
R-pcna	4	0	0	0	0	0	0
AFA-g-ref	4	0	0	0	0	0	0
AFA-g-sp	4	0	0	0	0	0	0
AFA-p-l	4	0	0	0	0	0	0
AFA-p-s	4	0	0	0	0	0	0
AFS-es	4	2	8	0	0	2	3
AFA-co	4	3	13	0	0	3	4
M-l	3	1	4	0	0	1	1
M-b	3	4	17	0	0	4	5
D-ed	3	0	0	0	0	0	0
D-o	3	0	0	0	0	0	0
D-c	3	0	0	0	0	0	0
D-h	3	0	0	0	0	0	0
D-pe	3	0	0	0	0	0	0
P-al	3	0	0	0	0	0	0
P-ed	3	0	0	0	0	0	0
P-awat	3	0	0	0	0	0	0
P-prcp	3	0	0	0	0	0	0
O-pps	3	1	4	1	2	2	3
O-exp	3	0	0	0	0	0	0
O-eusp	2	0	0	0	0	0	0
O-trsp	2	0	0	0	0	0	0
C-g-ref	2	0	0	7	13	7	9
C-g-sp	2	0	0	0	0	0	0
C-p-st	2	1	4	0	0	1	1
C-p-l	2	0	0	8	15	8	11
C-p-s	2	0	0	0	0	0	0
C-co-r	2	1	4	0	0	1	1
C-co-c	2	0	0	0	0	0	0
C-co-in	2	0	0	0	0	0	0
M-d	1	0	0	0	0	0	0
A-m-d	1	3	13	20	38	23	30
A-m-b	1	0	0	1	2	1	1
A-je-	1	1	4	0	0	1	1
A-il-wr	1	1	4	3	6	4	5
A-il-r	1	0	0	0	0	0	0
A-il-lu	1	1	4	0	0	1	1
A-il-es	1	1	4	1	2	2	3
A-il-rt	1	1	4	1	2	2	3
A-il-ad	1	1	4	8	15	9	12
A-il-c	1	0	0	0	0	0	0
OM-r	1	0	0	2	4	2	3
OM-m	1	1	4	0	0	1	0
OM-cco	1	0	0	0	0	0	0
E-tac-d	1	0	0	0	0	0	0
E-tac-m	1	0	0	0	0	0	0
TOT		**24**	**100**	**52**	**100**	**76**	**100**

Group totals: 6 — 8.00 ; 7 — 9.00 ; 17 — 22.00 ; 46 — 61.00

PHASE 2

Category	Lvl	SM N	SM %	AFS N	AFS %	AFA N	AFA %	Ntot N	Ntot %
R-hal	4	1	1	0	0	2	2	3	1
R-pca	4	0	0	0	0	0	0	0	0
R-slp	4	0	0	0	0	0	0	0	0
R-pcna	4	0	0	1	0	0	0	1	0
AFA-g-ref	4	0	0	2	1	7	7	9	2
AFA-g-sp	4	0	0	0	0	0	0	0	0
AFA-p-l	4	2	2	2	1	3	3	7	1
AFA-p-s	4	0	0	0	0	0	0	0	0
AFS-es	4	3	3	5	1	10	10	18	3
AFA-co	4	2	2	3	1	18	19	23	4
M-l	3	5	5	0	0	0	0	5	1
M-b	3	11	10	0	0	4	4	15	3
D-ed	3	0	0	0	0	0	0	0	0
D-o	3	0	0	0	0	0	0	0	0
D-c	3	0	0	0	0	0	0	0	0
D-h	3	0	0	0	0	0	0	0	0
D-pe	3	0	0	0	0	0	0	0	0
P-al	3	0	0	0	0	0	0	0	0
P-ed	3	0	0	0	0	0	0	0	0
P-awat	3	0	0	0	0	0	0	0	0
P-prcp	3	0	0	0	0	0	0	0	0
O-pps	3	1	1	18	5	10	10	29	5
O-exp	3	0	0	1	0	0	0	1	0
O-eusp	2	1	1	0	0	1	1	2	0
O-trsp	2	0	0	1	1	3	0	1	2
C-g-ref	2	4	4	67	18	1	1	72	12
C-g-sp	2	0	0	12	3	0	0	12	2
C-p-st	2	4	4	10	3	0	0	14	2
C-p-l	2	4	4	26	7	1	1	31	5
C-p-s	2	0	0	8	2	0	0	8	1
C-co-r	2	5	5	12	3	3	3	20	3
C-co-c	2	0	0	0	0	0	0	0	0
C-co-in	2	0	0	0	0	0	0	0	0
M-d	1	0	0	0	0	0	0	0	0
A-m-d	1	10	9	127	34	5	5	142	24
A-m-b	1	0	0	4	1	1	1	5	1
A-je-	1	33	30	0	0	9	9	42	7
A-il-wr	1	3	3	4	1	3	3	10	2
A-il-r	1	3	3	1	0	4	4	8	1
A-il-lu	1	0	0	1	0	0	0	1	0
A-il-es	1	4	4	8	2	4	4	16	3
A-il-rt	1	6	5	11	3	4	4	21	4
A-il-ad	1	5	5	8	2	2	2	15	3
A-il-c	1	0	0	0	0	0	0	0	0
OM-r	1	3	3	24	6	3	3	30	5
OM-m	1	1	1	1	0	1	1	3	1
OM-cco	1	0	0	0	0	0	0	0	0
E-tac-d	1	0	0	5	1	0	0	5	1
E-tac-m	1	0	0	6	2	0	0	6	1
Tot		**11**	**100**	**37**	**8**	**96**	**100**	**58**	**5**

Group totals: 6 — 10.42 ; 50 — 8.54 ; 170 — 29.05 ; 304 — 51.96

Tutor 1 student group - performance trajectories

Tutor 2 student group- performance trajectories

Tutor 3 student group - performance trajectories

Tutor 4 student group - performance trajectories

Tutor 5 Student Group Individual performance trajectories

Please Note:

The charts included in this appendix show a continuous line interlinking the three assignments submitted by each student. While it has been argued that assessment activities are part of learning continuum, the lines do not represents a continuous assessment process, hence they should have more appropriately been represented by broken lines. However exclusively for ease of reading they represented as continuous lines.

OSCAIL – BACHELOR OF ARTS 2006 STUDENT EVALUATION QUESTIONNAIRE
GENERAL FEEDBACK

1. Gender (please circle the relevant code)   Male [1]   Female [2]

2. What year did you start Credit Modules on the BA programme?

3. Modules on which you are registered in 2006?

Mod1	Mod1	Mod3	Mod4

4. Age group *(please circle the relevant code)*   18-22yrs [1]   23-30 [2]   31-40 [3]   41-50 [4]   51-60 [5]   60+ [6]

5. Marital status *(please circle the relevant code)*   Single [1]   Cohabiting [2]   Married [3]   Separated/Divorced [4]   Other [5]

6. Economic status *(please circle the relevant code)*

Student full-time	Employed part-time	Employed full-time	Self-employed	Home maker	Retired	Unemployed	Other
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]

7. Location of main residence: *(please circle the relevant code)*   A metropolitan area (population over 1 million) [1]   Non-metropolitan urban area [2]   A rural area [3]

8. Distance of main residence from DCU *(please circle the relevant code)*

0-5mls/ 0-8kms	6-10mls/ 9-16kms	11-20mls/ 17-32kms	21-50mls/ 33-80kms	51-100mls/ 81-160kms	100mls+/ 160kms+
[1]	[2]	[3]	[4]	[5]	[6]

9. Previous highest level of education (before starting this programme) *(please circle the relevant code)*

Incomplete second level	Completed second level	Undergraduate certificate/diploma	Bachelor's degree	Postgraduate degree	Professional qualification (e.g. nursing etc)
[1]	[2]	[3]	[4]	[5]	[6]

Other [7] *please specify*:

10. Please indicate your primary motivation for studying this programme *(please circle the relevant code)*

Personal interest [1]	To prepare for career [2]	To change current career [3]	To upgrade qualifications [4]

Other [5] *Please specify*

11. Please indicate your level of satisfaction with the following aspects of the programme (circle relevant code):

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
a) Delivery of course materials	[1]	[2]	[3]	[4]	[5]
b) Communication from Oscail	[1]	[2]	[3]	[4]	[5]
c) Course advisory service	[1]	[2]	[3]	[4]	[5]
d) Study centre library facilities	[1]	[2]	[3]	[4]	[5]
e) Online library resources	[1]	[2]	[3]	[4]	[5]
f) Technology support & advice	[1]	[2]	[3]	[4]	[5]
g) Study Centre catering facilities	[1]	[2]	[3]	[4]	[5]
h) Study centre rooms	[1]	[2]	[3]	[4]	[5]

12. Which format of the Introductory Module did you complete?

Face to face [1]   Online [2]   I was exempted from the Introductory Module [3]

13. Please indicate whether you have access to the following technologies *(please circle the relevant code)*

	No access	Home only	Work only	University only	Other location only	Home and University	Home and work	Home, work and university
a) Personal Computer	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
b) Internet connection	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]

14. If you have access to a PC at home, how old is the machine? [   ] years

15. If you have access to the Internet from home what connection is used *(please circle the relevant code)*
Broadband [1]   Modem [2]   Other [3]   Don't know [4]

16. If you are in paid employment, to what extent would your employer allow you to use workbased computers for study purposes? *(please circle the relevant code)*

Not at all	Outside work hours only	During work hours only	During and after work hours	Not applicable
[1]	[2]	[3]	[4]	[9]

17. Please indicate below the types of use you have made of the Internet since starting the course in January 2006 *(please circle the relevant code)*

	Never	Daily	Weekly	Monthly
a) Email to fellow students/tutors	[0]	[1]	[2]	[3]
b) Accessing Oscail personal portal page	[0]	[1]	[2]	[3]
c) Accessing references for assignments from WWW	[0]	[1]	[2]	[3]
d) Downloading articles from university library	[0]	[1]	[2]	[3]
e) Information from Oscail webpage	[0]	[1]	[2]	[3]
f) Access to Moodle learning environment	[0]	[1]	[2]	[3]

18. What is your level of expertise in using the following technologies? *(please circle the relevant code)*

	I can do this by myself	I would need help to do this	I have never done this type of task
a) Word processor (type up a well-formatted essay or report, using tables, and figures)	[2]	[1]	[0]
b) Spreadsheets (enter data, sort, filter, calculate etc)	[2]	[1]	[0]
c) Email (send messages, attach files)	[2]	[1]	[0]
d) Presentation manager (create a short talk with computer projected images e.g. Powerpoint)	[2]	[1]	[0]
e) Internet browser (e.g. use Netscape or Internet explorer to look up a specific website)	[2]	[1]	[0]
f) Bibliographic database (use an online database to search for a specific publication)	[2]	[1]	[0]
g) Moodle (Online virtual learning environment)	[2]	[1]	[0]

19. What type of computer training, if any, have you received (please tick relevant codes)?

[1] No training/no expertise [2] No formal training/largely self taught [3] Limited formal training/largely self taught [4] Substantial formal training courses [5] Degree/Diploma qualifications [6] Other

ECDL? Yes [1] No [2]

20. Use of the Moodle learning environment – please tick the statement which most closely describes the frequency with which you log on:

1	I log on frequently (several times per week)
2	I log on no more than once per week
3	I log on no more than once per month
4	I have only logged on once or twice
5	I have tried to log on, but was unable to do so
6	I have never logged on

21. For which of the following purposes do you use Moodle? (you can select more than one)

[1]Communicate with my tutor [2]Sharing ideas with fellow students [3] download tutorial notes [4]check for information updates
[5] Checking tutorial agenda before tutorials [6] Other (please specify)_____

22. Any comments to make about your experience of using Moodle?

23. If you have not used Moodle to date, please give the main reason(s) for not doing so?

24. Any suggestions for improving Moodle?

25. Please indicate below your response to the introduction of elearning technologies (e.g use of Moodle, online tutorials, resources, email etc) in Oscail BA modules

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I welcome the support of elearning technologies	[1]	[2]	[3]	[4]	[5]
I prefer traditional methods (printed course texts, with tutorials)	[1]	[2]	[3]	[4]	[5]
I do not want to use computers in my studies	[1]	[2]	[3]	[4]	[5]
I do not have the expertise to use the technology effectively	[1]	[2]	[3]	[4]	[5]

| Elearning technologies have improved my learning | [1] | [2] | [3] | [4] | [5] |

Thank you for completing this part of the questionnaire. Your feedback is very much appreciated. Please fill in one questionnaire for each module you are studying and return these with this questionnaire by post to BA Evaluation, Oscail, DCU, Dublin 9, using the reply paid envelope.

| Elearning technologies have improved my learning | [1] | [2] | [3] | [4] | [5] |

Thank you for completing this part of the questionnaire. Your feedback is very much appreciated. Please fill in one questionnaire for each module you are studying and return these with this questionnaire by post to BA Evaluation, Oscail, DCU, Dublin 9, using the reply paid envelope.

1.Module	2. Study Centre	3. Tutor name	4. University

5. Number of tutorials attended? [_____] If you have been unable to attend tutorial(s) please give reasons

6. Please read the following statements about your tutor and tutorials and indicate by circling the appropriate number in each case the extent to which you agree or disagree with each statement. '1' means you strongly agree, '5' means you strongly disagree.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
The tutor is well organised and his/her tutorials are well planned	[1]	[2]	[3]	[4]	[5]	[9]
The tutor facilitates student involvement in tutorials	[1]	[2]	[3]	[4]	[5]	[9]
The tutor welcomes contact from students outside tutorial sessions	[1]	[2]	[3]	[4]	[5]	[9]
The tutor is interested in and enthusiastic about the field of study	[1]	[2]	[3]	[4]	[5]	[9]
The tutor makes too much use of group work	[1]	[2]	[3]	[4]	[5]	[9]
The tutor knows the subject area well	[1]	[2]	[3]	[4]	[5]	[9]
The tutor uses tutorials to stimulate student thinking	[1]	[2]	[3]	[4]	[5]	[9]
The tutor provides good guidance on assignments	[1]	[2]	[3]	[4]	[5]	[9]
The tutor uses the tutorials to expand on the course materials	[1]	[2]	[3]	[4]	[5]	[9]
The tutor is interested in students and willing to help	[1]	[2]	[3]	[4]	[5]	[9]
The tutor is punctual	[1]	[2]	[3]	[4]	[5]	[9]
The tutor responds to student needs which emerge at tutorials	[1]	[2]	[3]	[4]	[5]	[9]
The tutor's grading of assignments is fair	[1]	[2]	[3]	[4]	[5]	[9]
The tutor allows other students to dominate discussion	[1]	[2]	[3]	[4]	[5]	[9]
The tutor sticks too closely to the course text in tutorials	[1]	[2]	[3]	[4]	[5]	[9]
The tutor makes constructive and helpful comments on assignment work	[1]	[2]	[3]	[4]	[5]	[9]
The tutor uses effective methods to ensure student learning	[1]	[2]	[3]	[4]	[5]	[9]

7. How many assignments have you completed? (Please circle appropriate number)   [0]   [1]   [2]   [3]

8. How would you rate the effectiveness of the new Assignment Report Form in helping you to understand the evaluation of your performance?

Very effective	Effective	Neither effective nor ineffective	Ineffective	Very Ineffective	Don't know
[1]	[2]	[3]	[4]	[5]	[9]

9. What is the aspect that you value the most in the new assignment report form as filled by the tutor for this module?

	Very effective	Effective	Neither effective nor ineffective	Ineffective	Very Ineffective	Don't know
Summary of performance	[1]	[2]	[3]	[4]	[5]	[9]

Table						
Summary of Performance Comments	[1]	[2]	[3]	[4]	[5]	[9]
Advice for future assignments	[1]	[2]	[3]	[4]	[5]	[9]
Annotated feedback	[1]	[2]	[3]	[4]	[5]	[9]

10. Do you think that you have received sufficient advice and information from your tutor to improve your future performance ?
Yes [1]   No [2]   Don't know [3] – If no, please give details:

11. Did you refer back to feedback received on past assignments when preparing subsequent ones?

Yes [1] No[2] Only occasionally [3]
If no, please give details

12. Did the feedback that you received from your tutor meet your expectations? Yes[1]   No [2] Don't know [3]
If no, please give details:

13. Did your tutor include additional handwritten marginal comments on your script?   Yes [1]   No [2]

14. Please read the following statements and indicate by circling the appropriate number in each case the extent to which you agree or disagree with each statement.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a) The new assignment report format is more effective than old one.	[1]	[2]	[3]	[4]	[5]
b) I would prefer to revert to the traditional handwritten marginal comments	[1]	[2]	[3]	[4]	[5]
c) Summary of performance table identifies at glance strengths and weaknesses in my performance	[1]	[2]	[3]	[4]	[5]
d) The Summary comments match closely the evaluation of my performance as it appears in the Summary of Performance table	[1]	[2]	[3]	[4]	[5]
e) With the new assignment report form I know clearly where I went wrong	[1]	[2]	[3]	[4]	[5]
f) The tutor uses the comments to prompt further reflection on the topic	[1]	[2]	[3]	[4]	[5]
g) The tutor uses personalised comments	[1]	[2]	[3]	[4]	[5]
h) The tutor invites further discussion of the performance	[1]	[2]	[3]	[4]	[5]
j) The new format resulted in delays in receiving feedback compared to previous years	[1]	[2]	[3]	[4]	[5]

15. Any further comments on your tutor's feedback?

16. Have you contacted your tutor outside of tutorial sessions?   Yes   [1]   No   [2]

17. If yes, please indicate means of communicating by circling the appropriate box:
a) Telephone [1]   b) Letter [1]   c) Email [1]   d. Fax [1]   e) Meeting [1]   f) Moodle [1]

18. Reasons for contacting tutor:

19. Please read the following statements and indicate by circling the appropriate number in each case the extent to which you agree or disagree with each statement.

	Strongly	Agree	Neither	Disagree	Strongly

	agree		agree nor disagree		disagree
a)The tutor posts a tutorial plan on Moodle before each tutorials					
b) The tutor posts a tutorial summary on Moodle after each tutorial					
c) The tutor replies to student queries in Moodle within 1 week					
d) The tutor posts additional sources in Moodle					
e) The tutor encourages interaction in Moodle					
f) I am satisfied with the level of support provided by the tutor through Moodle					

20. Please indicate your overall level of satisfaction with support from your tutor outside tutorials

Very satisfied	Satisfied	Neutral	Dissatisfied	Totally dissatisfied
[1]	[2]	[3]	[4]	[5]

21. All things considered, how would you rate the overall effectiveness of your tutor?

Very Effective	Effective	Neutral	Ineffective	Totally ineffective
[1]	[2]	[3]	[4]	[5]

22. Please list your expectations of your tutor and of tutorials at the beginning of this module:

23. To what extent have your expectations of your tutor/tutorials been met?

All	Some	Few	None
[4]	[3]	[2]	[1]

24. Have you any general comments to make about your tutor/tutorials?

25. Please rate the following aspects of the module to date (please circle relevant code)

	Excellent	Good	Fair	Poor	Very Poor
Course units	[1]	[2]	[3]	[4]	[5]
Text books	[1]	[2]	[3]	[4]	[5]
Assignment topics	[1]	[2]	[3]	[4]	[5]
Tutorials	[1]	[2]	[3]	[4]	[5]
Administration	[1]	[2]	[3]	[4]	[5]

26. Have you any comments on the course materials presented for this module?

27. Have you any comments on assignment topics for this module?

28. Have you accessed DCU online library resources so far in this module? Yes [1]   No [2] If no, why not?

29. If yes, how would you rate the quality of DCU Library online resources?

Excellent	Good	Fair	Poor	Very Poor	Don't know
[1]	[2]	[3]	[4]	[5]	[0]

30. Have you accessed Moodle for this module Yes [1]   No [2] If no, why not?

31. Would you recommend this module to other students?   Yes [1   ]   No [2   ] If no, why not?

32. Any advice for students who intend to take this module in later years?

Thank you for filling in this form – please return by post using the reply paid envelope to Oscail, DCU, Dublin 9 as soon as possible.

OSCAIL – BACHELOR OF ARTS 2006 TUTOR QUESTIONNAIRE

Please take your time to complete this questionnaire. Answer by ticking the appropriate box, or write your responses in the lines provided. The information you provide is much appreciated and will be very important for the ongoing development of Oscail programmes. Please return the questionnaire to Oscail, Dublin City University, Glasnevin, Dublin 9 using the pre-paid envelope. Thank you for your co-operation.

Biographical information

1. Gender (please circle the relevant code)   Male [1]   Female [2]

2. Age Group

| [1] | [2] | [3] | [4] | [5] | [6] |
| Under 25 | 25 to 34 | 35 to 44 | 45 to 54 | 55 to 64 | 65 and over |

3. Your highest qualification:

    Bachelor's degree   Postgraduate certificate/diploma   Masters degree

    [1]   [2]   [3]

    Doctorate   Other (please specify) _____

    [4]   [5]

4. For how many years have you worked with Oscail?

Started in 2006   Up to 3 years   more than 3 years

[1]   [2]   [3]

5.How many modules did you tutor for Oscail in 2006 (*excluding the Introductory Module*)?

[1]   [2]   [3]

6. Are you currently employed elsewhere?

Yes, fulltime   Yes part-time (up to 20hrs wk) Yes part-time (more than 20hrs wk) No

[1]   [2]   [3]   [4]

Full-time PhD student

[5]

7. Are you attached to a University Department?
Please specify yes even if you are working in part-time capacity or study as a PhD student

Yes(Please specify University and Department)_____
[1]

No
[2]
8. Are working/studying in the subject specific area you are tutoring for?

Yes   No
[1]   [2]

9.Which of the following continuous professional development activities do you use to maintain and develop your skills and knowledge as a tutor? (tick all that apply):

Read articles and books on my subject	[1]
Participate in conferences on my subject	[2]
Teach this subject on other programme(s)	[3]

Am seeking to upgrade my qualifications in my subject area [4]

Contribute to Journals in my subject area [5]

Other (please specify): _____ [6]

10. Please indicate whether you have access to the following technologies *(please circle the relevant code)*

	No access	Home only	Work only	University only	Other location only	Home and University	Home and work	Home, work and university
a) Personal Computer	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
b) Internet dial-up connection	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
c) Internet broadband	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]

11. Computer competence

Please rate your competence in using any of the following IT tools:

	Very good	Good	Fair	Poor	No competence
a) Word	[1]	[2]	[3]	[4]	[5]
b) Excel	[1]	[2]	[3]	[4]	[5]
c) Access	[1]	[2]	[3]	[4]	[5]
d)Powerpoint	[1]	[2]	[3]	[4]	[5]
e) Email	[1]	[2]	[3]	[4]	[5]
f) Moodle	[1]	[2]	[3]	[4]	[5]
e) DCU Online Library Databases	[1]	[2]	[3]	[4]	[5]

Support

12. Administrative Support. Please indicate to what extent you agree with the following statements

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Stronglydisag
a) I encountered no problems with the process of recruitment and issuing of contracts.	[1]	[2]	[3]	[4]	[5]
b) I am satisfied with the terms and conditions of my employment.	[1]	[2]	[3]	[4]	[5]
c) Support on Moodle technical issues by Oscail staff has been efficient	[1]	[2]	[3]	[4]	[5]
d) Support on electronic details from DCU Helpdesk has been efficient	[1]	[2]	[3]	[4]	[5]
e) Administrative Support on Tutorial room bookings/rescheduling has been efficient	[1]	[2]	[3]	[4]	[5]
f) Administrative Support on Student Records has been efficient	[1]	[2]	[3]	[4]	[5]
g) Administrative Support on Assignment Processing has been efficient	[1]	[2]	[3]	[4]	[5]
h) Delivery of course materials has been timely	[1]	[2]	[3]	[4]	[5]

i) I had adequate access to the DCU library* [1] [2] [3] [4] [5]

Please note that as an Oscail tutor you are a DCU staff member and are given access to the DCU library and online resources only.

13. Other comments on Oscail administrative support?

14. Support provided by Oscail Academic Co-ordinators. Please indicate to what extent you agree with the following statements

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	[1]	[2]	[3]	[4]	[5]
	[1]	[2]	[3]	[4]	[5]
	[1]	[2]	[3]	[4]	[5]
	[1]	[2]	[3]	[4]	[5]
	[1]	[2]	[3]	[4]	[5]
	[1]	[2]	[3]	[4]	[5]
	[1]	[2]	[3]	[4]	[5]
	[1]	[2]	[3]	[4]	[5]
	[1]	[2]	[3]	[4]	[5]
	[1]	[2]	[3]	[4]	[5]

15. Other comments on Oscail academic support?

Course evaluation

16. Course content. Please indicate to what extent you agree with the following statements

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a) The Academic standard compares well with similar courses offered in traditional format	[1]	[2]	[3]	[4]	[5]
b) Course materials are well structured and designed	[1]	[2]	[3]	[4]	[5]
c)The language in the course materials is clear, jargon-free and easy to read.	[1]	[2]	[3]	[4]	[5]
d)The content of course materials is generally appropriate and relevant.	[1]	[2]	[3]	[4]	[5]
e)The content of course materials is generally up to date.	[1]	[2]	[3]	[4]	[5]
f)References and examples in the course materials make it easy to understand the ideas.	[1]	[2]	[3]	[4]	[5]

g)The activities and SAQs in the course materials greatly helps student learning.   [1]   [2]   [3]   [4]   [5]

h)Required readings are easy to obtain.   [1]   [2]   [3]   [4]   [5]

17. Other comments on Course content?

Use of Technology

18. Please indicate below your response to the introduction of elearning technologies (e.g use of Moodle, online tutorials, resources, email etc) in Oscail BA modules

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I welcome the support of elearning technologies	[1]	[2]	[3]	[4]	[5]
I prefer traditional methods (printed course texts, with tutorials)	[1]	[2]	[3]	[4]	[5]
I do not want to use computers in my teaching	[1]	[2]	[3]	[4]	[5]
I do not have the expertise to use the technology effectively	[1]	[2]	[3]	[4]	[5]
Elearning technology help me to share information with my students	[1]	[2]	[3]	[4]	[5]
I am willing to tutor online	[1]	[2]	[3]	[4]	[5]
Interacting with students online saves time	[1]	[2]	[3]	[4]	[5]

19. Use of the Moodle learning environment – please tick the statement which most closely describes the frequency with which you log on:

1	I log on frequently (several times per week)
2	I log on no more than once per week
3	I log on at least one every second week
4	I log on no more than once per month
5	I have only logged on once or twice
6	I have tried to log on, but was unable to do so
7	I have never logged on

20. If you did not log on at least every second week what was the reason

1	Password expired
2	Lack of access to a computer
3	Poor Internet Connection
4	Time consuming
5	My students were not interested
6	Lack of skills
7	Object to online interaction

21. For which of the following purposes do you use Moodle? (you can select more than one)

[1]Make administrative announcements (ie change in tutorials; holidays…)
[2]Post tutorial outlines (before tutorials)
[3]Post tutorial Summaries (after tutorials)
[4]check and provide information updates

[5] Answer assignment queries
[6] Answer referencing queries
[7] Answer course notes queries
[8] Suggest useful websites and resources
[9] Prompt further discussion/reflection on course content
[10] Other (please specify)_____

22. Any further comments about your experience of using Moodle?

23. Any suggestions for improving the use of Moodle for Teaching?

Assessment

24. Assessment strategy and design. Please indicate to what extent you agree with the following statements

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The assignments topic are effective in addressing some of the core course topics	[1]	[2]	[3]	[4]	[5]
Assignment criteria are clearly stated	[1]	[2]	[3]	[4]	[5]
The assignments are a fair test of student learning from the modules	[1]	[2]	[3]	[4]	[5]
The assignment tasks promote student critical thinking	[1]	[2]	[3]	[4]	[5]
The assignment guidelines provide sufficient information for addressing the task effectively	[1]	[2]	[3]	[4]	[5]
The assignment guidelines are too rigid	[1]	[2]	[3]	[4]	[5]
The assignment guidelines are too detailed	[1]	[2]	[3]	[4]	[5]
The assignment tasks are an effective way of testing student understanding of the topic/subject	[1]	[2]	[3]	[4]	[5]
I would be favourable to the introduction of portfolio assessment (smaller tasks collated together) and no final exam	[1]	[2]	[3]	[4]	[5]
I would be favourable to the introduction of portfolio assessment (smaller tasks collated together) and a final exam	[1]	[2]	[3]	[4]	[5]

25. How would you rate the effectiveness of the new Assignment Report Form in helping your to understand the evaluation of their performance?

Very effective	Effective	Neither effective nor ineffective	Ineffective	Very Ineffective	Don't know
[1]	[2]	[3]	[4]	[5]	[9]

26. Have your students taken on board your comments on previous assignment when submitting subsequent ones?

All of the students in my group	Most of my students	Some	Very few	Not at all	Don't know
[1]	[2]	[3]	[4]	[5]	[9]

27. On average how long did you spend for each assignment on the following activities (enter times in minutes)?

Filling Summary of performance table   _____
Entering Summary of performance comments   _____
Entering Advice for future assignments   _____
Entering Annotated feedback comments   _____
Reading the assignments   _____
Checking references for plagiarism   _____
Allocating a mark   _____
Overall time spent marking each assignment   _____

28. To what extent do think that your typing speed has influenced the time spent filling the assignment report form?

A lot	To some extent	Don't know	Not particularly	Not at all
[1]	[2]	[3]	[4]	[4]

29. If you were tutoring for Oscail in previous years on average how long did you spend on the following activities?

Reading the assignments   _____
Entering feedback comments in the report form _____
Checking references for plagiarism   _____
Overall time spent marking each assignment   _____

30. What is the aspect that you value the most in the new assignment report form?

	Very effective	Effective	Neither effective nor ineffective	Ineffective	Very Ineffective	Don't know
Summary of performance Table	[1]	[2]	[3]	[4]	[5]	[9]
Summary of Performance Comments	[1]	[2]	[3]	[4]	[5]	[9]
Advice for future assignments	[1]	[2]	[3]	[4]	[5]	[9]
Annotated feedback	[1]	[2]	[3]	[4]	[5]	[9]

31. What one aspect do you like most about the Oscail BA Programme?

32.What one aspect do like least about the Oscail BA Programme?

33. What one improvement would you suggest to structure and organisation of this programme?

34. Please add any other information you wish to share on your experiences with Oscail:

Emerging themes	Tutors	Students
More effective structure	*I think it works well no complaints that I know of from the students.* *I think the basic format is very good. Better than ones I use elsewhere. Again I think the students would be the ones to ask this question to. The form allows me to say more or less everything I want to say.*	*I think it is a great format. The Summary of performance is a great help as you can see at a glance what ones strengths and weaknesses are. I also like that you can see straight away what category of mark you're in, ie 2.1, 2.2 etc. Anything that helps improve the next assignment is more than welcome. The summary comments are more or less what we had last year, but the advice for future assignments is a marvellous addition. It is specific information as to what can be done to improve any assignment, not just the one already completed.*
Feedback helps future performance	*Students generally seem happy with the assignment feedback and try to implement suggestions in the following assignment*	*I always liked comments written directly on to my assignments, but I must say that I found the feedback on this form excellent. The comments were very precise and the fact that it marked specific areas like writing style, introduction and conclusion, referencing, etc. was very helpful for future assignments.*
Less need for clarification	*There appears to be a reduction in requests for clarification from students since starting to use the new feedback format. I don\'t know whether that is positive or negative* *I got little response other than thank yous and that it was very useful and helpful - I was never once asked to clarify. I did notice improvement over the year.* *I have never been contacted by any of my students with a request to clarify my \'Assignment Feedback\'. The information I have received back from my students (and indeed from the \'Tutor Monitor\' since the new system was introduced by Oscail) has been of a positive/successful nature - so I can only base my opinion on this.*	*I think it is better than the previous method. I believe you can get better marks even from this new system* *I think there good because they are more structured & you are made aware of your areas of weakness and strengths*

Themes emerged	Student comments
The form does not guarantee good feedback provision (quality of feedback is dependent on tutor effort)	*The effectiveness of the report form really depended on the tutor. One of my tutors gave excellent comments while another tutor just passed remarks.* *The Assignment Report Form is excellent the quality of the results is highly tutor-dependent. The same goes for time taken to receive back the assignments. I find it difficult to imagine that electronic delivery of feedback will increase the efficiency of an inefficient or uncaring tutor.* *It is only as good as the tutor that is using it but it is brilliant in making them break down their report and is a great improvement on the old method of scribbled notes.*
Perfunctory use of the form by tutors	*Some tutors made a lot more use of it than others. It is not that helpful to be told we done keep up the good work - we all have areas to improve on.* *I am clear about what they might mean but two comments: 1] I often feel that the bands marked under these headings do not bear directly on the actual essay i.e. the tutors subjectively rates these from an overall impression of the work submitted rather than a specific evaluation. 2] Often no explanation is given as to why the essay gets say a \"Good\" under say Analysis. I would like to see one-on-one sessions after assignments when student could meet tutor to clarify grading bands. Student has put intense effort into producing assignment; then waits a month or more to get results and then it is allocated to history rather than availing of learning/teaching opportunity by explaining it. It is very frustrating/demoralising to get a grade one feels is wrong and not have opportunity to learn why. The appeal-route is not what I am talking about.*
Feedback form not beneficial/not useful	*The notion that it is acceptable to rate an adults performance on a table is insulting and totally pointless.* *When it is used it is great but sometimes assignments come back with almost no comments. Not so useful.*
Less interaction with students/less personalised	*No need for this report form - what was wrong with the hand written notes in the margin of the script? Even if Oscail wants to avoid post the script could be scanned and e-mailed back to students. This type of feedback had more interesting and more detailed comments. The form was often completed in short statements and obviously was less spontaneous.* *I would rather have a chat with my tutor about my assignment*
Inaccurate use of the form by tutors	*Ticks on assignment boxes did not always seem to correspond to the final mark given.* *I think the tutor can confuse structure with presentation. Sometimes I found criticism was based on my presentation rather than my structure I rather criticism on my structure telling me what I left out of my essay and what I should have included..e.g. a certain theory or expand more on a certain area... not to change my presentation or my choice of words.*

Themes emerged	Tutors comments
Not sufficient clarification of criteria/ misunderstandings still possible	*The correlation between the visual form of the performance table and the mark can sometimes lead to misinterpretation on the student\'s behalf.* *Sometimes I think that the marking criteria should be made really clear to the students. You still get students who don\'t accept that for example structural deficiencies are all that important.*
Need for more specific training for tutors	*I would like some guidelines on marking/feedback specifically on what constitutes a model report form. I would be very interested to know what constitutes best (and very important realistic) practice in this area. Just as we used go through a sample student assignment at the tutor meeting we could (instead or as well) go through a sample tutor assessment. I\'m in the dark really as to how other tutors mark according to this new approach.*
The form is time consuming	*Inputting the asterisks for the assessment criteria is time consuming and v. easy to input on incorrect line. Is there a more user friendly way both for students and tutors?*
Less contact with students/ personalisation	*The assignment report form is a brilliant idea and a huge improvement. It\'s such a pity however that we can no longer have students phone us - this provided the very best level of support for them (in my opinion of course).* *Unfortunately my opportunities for providing feedback this year have been reduced to the assignment sheet. In several cases students have failed to correct the mistakes pointed out to them in subsequent assignments but this tends to happen to some extent in any teaching situation.*

1. Could you give me an idea of the method you use when marking assignments? Briefly describe the process and method.

2. Do you feel that the new Assignment Report Format is working in helping students to improve?

3. What do consider the pros and cons of the new Assignment Report Form?

4. In you view, what makes a good assignment?

5. To what extent do you think your students are aware of your interpretation of what makes a good assignment?

6. What aspect of essay writing do you think students have most problems with?

7. How do you normally address such problems in your feedback comments?

8. Do you think that a student would/should be able to complete an assignment on the basis of the assignment guidelines alone (without attending tutorials)?

9. Did you take into consideration additional criteria, other than those specified in the assignment guidelines, when marking assignments?

10. Do you see any value in referring back to previous feedback comments when entering comments for subsequent assignments?

11. Do you think that tutors should also give advice on skills (even beyond foundation modules) in their feedback comments or should they be primarily concerned with subject specific content?

12. To what extent do you feel tutors are responsible for students' lack of improvement?

13. According to your understanding, what type of information should be entered in the Summary comments in the Assignment Report Form?

14. According to your understanding, what type of information should be entered in the Advice for future assignments in the Assignment Report Form?

15. According to your understanding, what type of information should be entered in the Annotated feedback comments, in the Assignment Report Form?

16. What advice would you give to a new tutor starting off working with Oscail in relation to marking and feedback?

17. Do you think that the current assignment report form has forced you to change in any way your feedback provision practice?

Briefing Document

Confidentiality for participants in this evaluation will be assured. Should an extract from the interviews transcript be used for research purposes, all information which may identify respondents will be removed.

PLEASE READ CAREFULLY

Background information

In the past two years the Oscail BA assessment and feedback practices have undergone some considerable changes. In order to evaluate the effectiveness of the new approach and help tutors and students to maximise the benefits of the new format, we have engaged in a process of evaluation and consultation with both tutors and students. In 2007 tutors and students have been surveyed by means of questionnaires and over 150 assignment feedback reports (submitted during the previous academic year) have been quantitatively and qualitatively analysed.

Further and more detailed information is now been sought through phone interviews with randomly selected tutors. At present only a small number of History tutors is being surveyed and the validity and reliability of this evaluation is highly dependent on the co-operation of the tutors being surveyed. History tutors have been selected as the initial group to be surveyed as Oscail has established a stable working relationship with tutors for this subject. This is particularly important for the evaluation as the tutors surveyed –as a result of such stable working relationship- are more likely to have a clear understanding of Oscail's procedures and requirements.

Other subject specific tutor groups will also be surveyed after this initial phase.
The information already collected together with the outcome of the phone interview will be used for course evaluation and research purposes.

Phone interviews description

The collection of information by means of phone interviews allows obtaining more in-depth information than that obtained from questionnaire and analysis of feedback comments. The phone interview will particularly focus on tutors' individual approaches to marking and feedback and will hope to identify examples of good practice that can be used for tutor training purposes.

The interview will take approximately 30 minutes and will be carried out on mutually suitable dates and times.

The phone interview will be informal and a combination of pre-prepared and on the spot open-ended questions will be used to obtain relevant information. It is hoped that pre-pared questions will offer some comparability of information obtained from different tutors and that on the spot questions will allow for sufficient flexibility in accommodating the specificity of the conversation with individual tutors.
Pre-prepared questions may be viewed prior to the interview if participants wish to do so.

The conversations will be recorded and transcribed. The transcription may be made available to participants prior to analysis, should they wish to ascertain its accuracy and retain a copy. The recording will be retained for a period of 3 years. Audiotapes and digital recordings will be disposed of by July 2010.

Aims & Objectives

Current pedagogical research shows that feedback is essential in helping students to progress with their learning. The overall aim of this Feedback evaluation is that of improving the quality of feedback provision in order to help our learners to improve. Obtaining an accurate description of current feedback practice is considered the starting point for further development.

On the basis of the information collected it is hoped that it will be possible to devise a more focused tutor induction strategy and ensure greater transparency and consistency in marking and feedback practices within Oscail.

Research Consent
A Research consent form has been enclosed with this briefing document. The University Research Ethics committee prescribe that all participants in evaluations and research project should be asked and give consent prior to engaging in research activities. Please sign and send back to Oscail using the enclosed pre-paid envelope.

Appendix L.3: Sample of consent form for phone interviews

DCU

DUBLIN CITY UNIVERSITY
Informed Consent Form

I. **Research Study Title**
Evaluation of Current Assessment Feedback Practices
Principal investigator: *Francesca Lorenzi*

II. **Clarification of the purpose of the research**
Course development and evaluation and research purposes in DCU

III. **Confirmation of particular requirements as highlighted in the Briefing Document**

Participant – please complete the following (Circle Yes or No for each question)

Have you read or had read to you the Briefing Document?	Yes/No
Do you understand the information provided?	Yes/No
Have you had an opportunity to ask questions and discuss this study?	Yes/No
Have you received satisfactory answers to all your questions?	Yes/No
Are you aware that your interview will be audio-taped?	Yes/No
Are you aware that the recording of your interview will be retained for a period of 3 years and then subsequently all recordings will be deleted?	Yes/No

IV. **Confirmation that involvement in the Research Study is voluntary**
Your involvement in this Evaluation Study is entirely voluntary. There will be no penalty for withdrawing before all stages of the Evaluation have been completed.

V. **Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations**

VII. <u>**Signature:**</u>

I have read and understood the information in this form. My questions and concerns have been answered by the researchers, and I have a copy of this consent form. Therefore, I consent to take part in this research project

Participants Signature: _____ [NAME REMOVED]

Name in Block Capitals: _____

Date: _____ 8ᵗʰ August 2007

FL: [name removed], could you just give me an idea of how you mark assignments, do you have a particular method when you mark the assignments?

T1: First of all I read the assignment and what it refers to and I make few marginal notes and then I read it again bit by bit, looking at the presentation and at the structure, the introduction, all of those bits when I re-read it.

FL:… and would you normally wait to have all the assignments to mark them, until you read them all or would you mark as you go along

T1: I usually wait until I go them all and I have to do the lot at once… I don't do one a day or anything like that, but I do them in sections until my concentration begins to go, I take a break and I do another section

FL: and do you think that by doing several assignments on the same day that there would be consistency in marking?

T1: yes I do because there are priorities set in your mind and you become to notice the same weaknesses and in a way this is good and in way this makes you a little more careful

FL: And do you think… when you say priorities – you mention the word priority there- what do you consider your priorities?

T1: what is the order I am looking for?

FL: Very much so, yes

T1: Yes, I am looking for clarity and I am looking for the ability to analyse rather than narrate and I am looking for evidence that is more than [*** unclear words] and I am looking for a good argument and discussion

FL: Do you think students understand the word argument or discussion?

T1: No [overlapping with FL] particularly at foundation level it takes sometimes to convey that

FL: By talking to other History tutors, there seems to me that there is an issue with taking an analytical approach in History assignments, there is a tendency to include too much narration and to retelling the events

T1: absolutely [overlapping with FL]

FL: and it is particularly with History and with Literature, it's an issue and what type of advice do you normally give to students for that particular issue?

T1: well I draw an analogy between two people going to watch the same movie and then they come out and they discuss it, they don't get to tell the story of the movie they take their argument from what is their opinion and they have to back it up from the movie and I try to help them with that as much as I can… I usually find they do get better but that is when we have a slight problem in the course, but it not in a year that they get to overcome this particular issue or any particular issue really, because normally at least, they have assignments on different sources, analysing a document or writing an essay are slightly different… obviously in analysing a document they tend to a little not to narrate as much

FL: if you think for instance about what historical analysis means, from what I can see, from talking to different tutors, there appears to be an issue with defining what analysis is for different subjects and when students take different modules from different subjects they tend to be a little confused because there might be different requirements, if you were to say, in few words, to a student what makes good historical analysis what would say?

T1: Well, it would normally be a negative note, it is normally "you are not looking at, you are not reading about the 21st century… when you are analysing it, you must analyse it from different perspectives, you need to take the evidence and decide whether in those particular circumstances, in that particular time, something is more successful or not successful", depending obviously on the wording of the question, which is another difficulty that they have, interpreting the question, the assignment question, I would say when they analyse a document it's important to remember, even more important to remember the time it was written, and for example we had a document on, oh dear, I can't remember now, a couple of years ago we had this document in relatively simple wording the modern aspect it, some made judgments on the writers and they made judgments from our perspective rather than from an historical perspective

T1: Ok and you spoke of something very interesting which I thought was the concept of interpretation, it seems to me that historical analysis requires a certain degree of interpretation…

T1: Absolutely [overlapping with FL]

FL: … and

T1: Our knowledge is incomplete and we are looking at something that was written maybe… some of them we might not even know necessarily, when some human is involved, we can step back and look at it and that is all that we can do

FL: when it comes to assessment there is an issue there because obviously you bring your interpretation as a tutor and then the student will bring their own interpretation, to what extent do you make your students aware of your interpretation of a particular assignment task and to what extent do you feel they need to meet your expectations, do you think you give them enough information for it?

T1: well…they mightn't necessarily interpret it as I do but as long as they interpret it historically rather than in contemporary terms, that's all right and provided that they can provide back up… I always encourage them to use secondary materials that they might have and two different interpretations, from magazine articles or chapters in books and if they can find a thousand that all better

FL: So to what extent do you think your students are clear about the way you are going to assess their work, do normally make that clear at tutorials or in other forms?

T1: yeah, normally at tutorials I tell them what I am looking for and very often, maybe, give them one angle they could go to or maybe two angles they can take up

FL: and for students… do you think that, for students who cannot make it to tutorials, do they have the same opportunity to understand?

T1: no they don't, one can say anything, but they don't appear to, well they are not in the same situation, they can't ask immediate questions, they can obviously through e-mails or through Moodle but they don't always. I do try in what happened at tutorials that they missed

I do try to put things that we discussed but I find it difficult to convey how the discussion went. In the tutorial I would encourage any of the participants to give an interpretation and say why they think and then we can discuss what we though it would be good or not, which is much harder to do online, especially in foundation level where most of them are trying to build up their confidence

FL: and since you are not actually involved in the writing of the assignments, do you ever find when you are marking the assignments that you tend to apply additional criteria or do you tend to stick with whatever guidelines are provided with the assignment

T1: the only criticism that I would make of those making the guidelines is that they tend to read to a list of questions and students tend to answer them into the essay, which they shouldn't really, there are much more questions, there are much more clue questions, rather than questions to be answered in that particular essay, it's very confusing?

FL: well…

T1: what I mean is… there are a lot of questions given in the guidelines and there should be some understanding that they are not essential for the essay itself or writing the essay

FL: so if I… just to recap to see if I understood you correctly… you feel that they tend to answer the direct questions that are actually just meant to help them to structure the assignment, rather than been answered as isolated pieces of information within the assignment

T1: yeah

FL: Ok that is clear… so just going back for a second to how you mark the assignment… we introduced a new assignment report form, ok, and you have been with us for a while at this stage and you have seen the previous form and the new form, do you think that the new assignment report form is more effective in helping the students to learn?

T1: I think probably it is and it might be clearer for them in terms of what I am looking for. I still think that students who attend tutorials are more confident, generally speaking, not always but I see the beginners who attend tutorials and manage to learn more easily than those who don't and the assignment report form is grand but it needs to be read

FL: Ok do you feel that students don't actually read it?

T1: sometimes I wonder, when the same mistake comes in all three assignments and you wonder "why they don't bother?"

FL: but what do you normally do if a student makes the same mistake, do you repeat the same feedback or do you give additional feedback or do you speak with the student?

T1: I would say something like "This thing again too many mistakes…"

FL: So you tend to repeat the same…

T1: I do and I draw their attention to fact that I said it before

FL: Is there an implicit assumption, really, in what you are saying that the assignment report form – at the end of the day- even if it is more detailed and with more information is no replacement for the exchange that you have at tutorials?

T1: I don't think it is… well I think it is better than nothing, but with people that come tutorials you see the difference … even people that come to tutorials you still see mistakes as well but not so many, not that I would ever criticise anyone's assignment at the tutorials I would never bring it up personally, I would bring up the subject, or the mistake or whatever it was and I would bring it up in general terms for everyone, I never say to somebody in a tutorial "Oh you did x, y or z"

FL: and in comparison with the old form, I mean, we are trying to compare equals there, in a sense comparing a tutorial with an assignment report form is probably a little unfair, but if you look at the two assignment report forms formats, the old one, one comment box and a mark , and the new one, do you think it is an improvement?

T1: Yeah

FL: Why would think that it's an improvement?

T1: I think is clear, it's more reader friendly

FL: And do you… to a certain extent I think you have already answered this question, do you normally refer back to previous comments, when you make comments on a new assignment?

T1: Yes I do, even if it is only to say " you have obviously done a lot of work but you still haven't spent sufficient time reading"

FL: And do you think it is important to refer back?

T1: I do and I think it encourage the learning process because they can see that something is working and something is not working

FL: and in terms of comments do you think that tutors should also advise in relation to skills or in developing the skills or should they focus more on the content of the assignment?

T1: Oh it should be both

FL: and in terms of helping the students to improve what type of information normally helps the students to improve?

T1: well it's to give the students an idea of what they have done and also between themselves, not necessarily with their tutor, I think clear encouragement is very good and Sometimes when you have a group the jell very well and they usually do better I think when they have become friendly and you get a very enthusiastic buzz… 3 years ago I had a group at my tutorial in which there were quite high flyers two were already graduates and there was a couple of real beginners and the real beginners got on extremely well in a very short period of time and we have one of the best group discussions that I ever had

FL: OK, this is interesting because you were referring to improvement in learning outside the responsibilities of the tutor because you are looking at peer support

T1: I think it might useful for the tutor to suggest that they might consult each other

FL: And to what extent the tutor is responsible for lack of improvement?

T1: Well they can be…

FL: I am thinking in particularly in terms of assessment

T1: I think if the tutor doesn't think quickly and clearly I think they are very responsible indeed… I think the tutor should facilitate the students in any possible way…I think they should be encouraging, they should encourage the students to contact them if they run into difficulties or they don't understand something [unclear sentence] I think the tutor is important for them.

FL: I am now looking at the format of the new form… just to recap what type of information do you normally enter or you think should be entered in the summary comments?

T1: In the summary comments I put in some like "you have showed me an understanding…" or something like that or something like "you have used your references very well" or "you could have used your references more" or "your introduction was far too long"

FL: Do you see any need for linking with the summary of performance table?

T1: Oh yeah, there is no point in saying to someone "you have written a too long intro" if the intro was excellent. The intro can be "good" but it can be too long… I think, I think it can be where there are some difficulty lays, why you have said something is good or why you have put something that you criticise. I think that needs to be clarified in the summary comments otherwise it makes a mock of it.

FL: And in the advice for future assignments what type of information do you tend to put?

T1: I think what I tend to use it most for is for skills development, I refer to the study skills book… and how to reference, how to write an essay and I would say things like "do rough plans" or… it's usually a combination of how to approach History and study skills.

FL: And then in the annotated feedback what type of information do you normally put?

T1: Again it depends very much on the essay… some little things like "this is a very good paragraph" "you have shown the link between X and Y or I would say "here you are straying from the point but you are actually answering such and such" whatever that is… that sort of things.

FL: so they tend to be very specific comments, they tend to refer to specific points…

T1: Oh I think they do.

FL: Ok, Looking back for a moment, we have been using this new form for the past two years, do you think that the new form has forced you in any way to change the way you give feedback?

T1: You mean before we had the form?

FL: Yes, I am referring to the new form.

T1: I think it is more detailed, which is good

FL: OK: Imagine that there is a new tutor coming in, faced with the task of filling the new assignment report form, what type of advice you think you would like to give to a tutor working for us and assessing assignments, is there any particular advice that you can think of?

T1: I would say to make sure that the whole thing hangs together, the summary of performance links in to the comments and the comments link to the future assignments, I think it's very important to tell the student your opinion of the whole in order for them to understand more what you expect… then I often say you learn more from your mistakes than from your successes and for instance if the first assignment is very bad I stress "it's a learning task and you will get better with time" so I think a new tutor should be aware that our students are not in the general academic studies and it takes a little time to get going.

FL: The very last thing, and this not actually mentioned in the questionnaire, can you think of any suggestions for changing the form or do you any need for changing the form?

T1: The only thing that annoys me is to have to fill so many bits and pieces all the time such as the dates and times which are not necessary which are already entered by students… it's time that is being wasted I feel the summary of performance… I feel some bits are more important than others and that it's not clear from looking at it really but then it maybe varies from tutor to tutor, for instance I would consider "attention to assignment task" quite high more than a wonderful introduction for example and it's hard to show the importance of these things, but then as I say it may vary from tutor to tutor, they vary from subject to subject

FL: Just to be clear about this point. You feel that the criteria don't have the same importance and the table gives the impression that they are all equally important?

T1: Yeah

FL: and you feel that that is a fault

T1: I don't it's a major fault but it is a fault

FL: so if you had to list the top 3 criteria what would you say?

T1: Analysis, attention to assignment task and use of sources I suppose.

FL: [name removed], thank you for taking part in this evaluation… just to get started with the questionnaire, could you just give me an idea of how you mark the assignments, do you use a particular method… just describe the process

T2: the first thing I do is look at the question and the guidelines that accompany that and I really try to determine what is being asked in this assignment, then what I do is sort out the different essay options. I usually wait until I get a batch of essays before I correct them. I would tend to wait until I have got most of them in a couple of days after the closing date primarily because you get a better feel of what's good, what works rather than doing it one at the time. So I might read a batch of essays on a particular question and when I read them I give each one a mark in my own mind and I will take down just an informal note of the general mark I would give them, then I would go back to each question and read each essay again and I read each individually looking for grammar looking for other… maybe for other details which aren't the essence of the question but which might help to give an overall general idea of what the mark will be and then I read again that question and I read again that answer and then I give them a mark and I look at the assignment report form and the details as I go along and I am reading them… if the mark I gave originally is the appropriate mark. Generally it is around there but it might go up or down in some percentage. Also I think the more you have the better idea you can get… you can gain of what is really a better answer than the previous one

FL: Would you say that that corresponds to marking against other students?

T2: Possibly to a certain degree it does but I feel that I would be very conscious not to say that this student deserves X mark because he has done better than another student I would try to look at… ehm.. each question on its own but I think it is probably difficult even in the light of that not to take into account other students but I am conscious that particularly with students who are struggling or with students who would need that extra bit, I would go over them again and I say "OK, I have to be fair to this student, I have to mark on the basis of their answer rather than on what other students got, because other students might be excellent and they might not need as much direction, guidance or support as the student who isn't, the student who isn't might need more guidance and support.

FL: You referred initially to the fact that you look back at the guidelines and try to understand what the essay asks the students to do. Do you find that when you read the guidelines there is an element of interpretation and perhaps you are adding additional criteria when marking or do you think that you trying to stick as much as possible to what is already there?

T2: I think I try to stick as much as possible for two reasons, one out of fairness to students, every time I go in I try to explain that the absolute key element in any answer is to ensure that you stick to the question and the guidelines help inform about the areas the question wants to examine. Guidelines – I find- are really really helpful for students and while some of them may stick to them I try to encourage them… these are just general indicators rather than something to be stuck to. But I think if we ask students to answer the question based on the guidelines that accompany them, then is unfair of me to say "Well, you should have put this in" or "you didn't deal with this, you didn't deal with that" because we have kind of given them a question and guidelines and would tell them "OK I have to look at the guidelines… what is this question dealing with" and they… it is unfair then "you didn't deal with this" if it was way out of the guidelines. There are some students who can knit in other ideas. And relate them directly to the question but I think if we give a question and guidelines then I think it is on me, the person who is correcting them to stick as closely as possible to those guidelines

FL: Would you say that there is a difference between students who come to tutorials and students who don't in terms of how they perform?

T2: Oh Yes, definitely, I think it's rare to see a student who improves hugely or is a first class student who doesn't come to tutorials and maybe that is because they are much more committed but also I think coming to tutorials I think is absolutely essential, I think for a lot of adults going back to learning, I found this year especially – with the SPEL module – a lot of students were coming and they were asking questions face to face , which they wanted to do, and therefore coming to tutorials enhanced their learning experience. I think not coming to tutorials, while they shouldn't necessarily be penalised for markswise, I think you can see the difference between students who come and engage in tutorials and those who don't

FL: You don't think that it has anything to do with guidelines… I am just trying to understand if students who come to tutorials receive more guidance and if a student who can't make it to tutorials, does that particular student have the same opportunities to do well

T2: They probably don't, primarily I would believe that the education process, while SPEL is important, while the guidelines are important, the one to one is also important, I don't think, one on its own, coming to tutorials on its own, won't get the student a better mark, but the combination of SPEL, going into Moodle, engaging with other students, coming to tutorials, I think enhances their development and I think I have seen that… and partially with tutorials they get certain sense of support and comfort that they can come out and say "OK, I am on the right track here" and maybe you can get that from Moodle but the face to face experience with students is very important so it's a combination of a number of various factors contributing to the personal interaction at tutorials, even with other students, even putting names to faces of other students who they have met through Moodle has actually been beneficial

FL: Just to round up this discussion about marking, what makes a good assignment for you… if you had to say it in few words…

T2: I think it is probably two things, number one stick closely to the question as they should, I think someone who is creating a cogent argument and evidence… and that is what I always say, what evidence is, primary sources, secondary sources so an argument based on that evidence then creates a good assignment

FL: And do you think that students are aware of your order of priorities?

T2: I would like to think so, but sometimes, maybe it's my fault that I don't emphasise it enough and maybe it is not as clear as it should be and I would appreciate the nature the nature of what I do and it might not always be the case but I think so, I mean, I think when I come back to it , when you look at the development of students by the last tutorials , by the last assignment from the first tutorial and first assignment I think that you can see that coming on, I think as well they tend to follow a number of the guidelines whether that is suggestions in the assignment or from the assignment feedback form or at the tutorials, I mean those who engage with the tutor in that way I think you see that development.
FL: I think you said something very interesting there, I actually liked the link between different questions from my questionnaire. Do you normally refer back to comments from previous feedback when you mark other assignments, it sounds to me that you are looking at a process here

T2: Yeah I think it is very important like myself with the guidelines, with students to know what is expected of them, then it is also important that we can come back in the last assignment, even something like at the start "well done!" or "much improved assignment" I think it shows that process in that development, suppose if students haven't done well at the start you would be more diplomatic, more supportive but, I think for those, any students I think that it's important that they can see that development… "OK I was asked to do that last time, I did that

and it's recognised" you know, I think whether it's the use of evidence, creation of an argument, the use of bibliography, referencing etc. if there is an improvement in that I think it is important to recognise that… it's also good for us OK, I asked the student to go down this road, have a look at this again and re-read the referencing guidelines and they did, and I think it's important to recognise that because, certainly I teach the foundation module and certainly I have seen huge development from the beginning to the end because the students are just starting off and I think it's important that we recognise that development and name it and put it there in the assignment report form.

FL: Do you think that that is a form of feedback to tutors as well, seeing that students are understanding the comments and are putting them into practice… do think that to a certain extent it is feedback on the effectiveness of your teaching?

T2: Yeah, I mean I think it's a two way process what we do… I suppose it's great for tutors when you ask, when you encourage and you say "Ok maybe you look at it this way and you go back and you have a read at this and maybe you do this" and the next tutorial they discuss it and come back and say "actually yeah" or even better in the next assignment that they come back and say "I have used the suggestions that you have given for the next assignment" and I think it's great for us because you can actually see that process, that development and that's why I think you can actually see that process, you can see that development and that is why as well I think, coming to tutorials, they do get, I think, a human side that they can see "OK this person wants me to encourage me and challenge me in a way and therefore if they come back and they look at if they engage, you know this something I always encourage, engage with the sources, engage with the topic and if you do that, that is also engaging with the tutor because it's coming back to "OK I was asked to do X, I came back I did that my assignment is better because of that"

FL: Just to talk about the form itself. You have seen the old form with one comment box and mark and now we have a very structured form, do you think it's effective in helping the students?

T2: I do… I do… I suppose… I think it's quite specific, it's very detailed, it's clear, from the point of view of the students, the different boxes which we has to be marked, I do think they are helpful, I think it may look a little harsh if it's an average mark or if he is struggling in the early forties, these marks, because they see a lot of ticks which aren't first, second down to kind of pass and for a student looking at that it kind of hits them… in the old format, I suppose, you had an opportunity to explain the same thing – maybe it wasn't that clear- but yeah you explained it in a more supportive way than just being there in Xs in the different boxes

FL: That is interesting because I was looking at the way you provide feedback to your particular group and you seem to emphasise the advice for future assignments but enter little information in the summary comments, so from what you are saying there is a perception from your part that the summary table is doing the job that the summary comments were doing before, am I correct here?

T2: ehhhhm you say the summary box which is the first…

FL: The summary table would be the graphic representation of performance [overlap interviewer-interviewee]

T2: OK

FL: with the different criteria, and then there is a summary comments box and then there an advice for future assignments box. From what I can see you tend to be very specific in your

advice for future assignments and enter quite a lot of interesting information there, but you tend to take a minimal approach to the summary comments and from what you are saying now, perhaps, you are leaving the table to do the work that once was done by the comments, the summary comments, is that correct?

T2: It is probably true now that you mention it, as you say, and you kind of put it there, that is probably true... what I am interested to know... I would use that box to enhance, to develop to flesh out the summary comments box

FL: That is the advice for future assignments, is it or?

T2: The actual summary

FL: Ok, just looking at your specific comments you refer your students to the advice for future assignments or to the table, it sounds to me, that the summary table with the graphic representation and the breakdown of marks for individual components is doing part of the job that descriptive comments used to do in the past, is that accurate do you think?

T2: That is accurate

FL: So really you feel the table is doing the job that descriptive comments were doing before

T2: Yeah and now that we are kind of discussing it, I think I would have a little bit more comfortable in descriptive comments before, that is not to say that it's not a good idea but in terms of how I would operate with students through Oscail compared to other students, it would be less specific and in a more informal way

FL: so you feel, to a certain extent, that the new format has added a higher level of formality that is not helpful but at the same time there is greater clarity in terms of the breakdown of evaluation in relation to specific criteria, would that be accurate?

T2: yes I think it is accurate I suppose one thing... I suppose looking as a tutor sometimes I try to put myself in the position of a student because they are the ones who receive feedback and from a student point of view it is specific detailed and clear from the point of view of the tutor there are sometimes, the one thing that I find it's missing is there are some assignments you read and none of those points in the summary table... you can't even specifically detail it but it just shines out at you, there is something out there and you say "this is a really good assignment" and sometimes I find that spontaneity... oh... I cannot even describe it there is an X factor there, "yes this hits the nail on the head, this is an excellent assignment" and has all of those points in the summary table but has something else and as an educator, we all know when we read it we can all appreciate how the student engages with the subject, uses the primary sources, uses the secondary sources is challenged by and grapples with the whole topic and came out with a cogent argument based on evidence and sometimes all those points are there, they are specific and they are clear, there is still something else that I think it is difficult to describe in a more {emphatical} way

FL: Ok I take your point, just to connect to your point , what do you think is the function of the summary comments, is there any function or perhaps that box is totally redundant

T2:...Ehhhm, in my experience, and maybe this is was that I was not clear about what was expected of me, but in my experience I found it a little repetitive they have a summary table and then a summary box, then you have the advice and then you had the suggestions for future assignments I suppose in my... in the previous report form, assignment report form, I would have probably have put an awful lot on the script rather than in the point format that

we have now, that's just my, I suppose, experience, that is the way I would have done it's not necessarily better or worse, it's just a different method that I would have used, but between the table, the summary box, the advice and then the suggestions for future assignments I found the summary boxes a little repetitive, I wasn't exactly sure or clear of what should be there.

FL: and do you the new form is in any way better than the old one or do you think the old one was working just as well as this one but in a different way

T2: I suppose initially I would have said that the old one was working better but it could have been because we don't like to be challenged in our… in what we do so I am very open to looking at, at using the new form I think as time got on I have become more comfortable with it and I have become happier with it, as I said earlier, it's probably clear for the students and that is what we are here for, that what I want to relate to the students may better relate with the new form than with the old form partially because the old form had more informality than the new form but my hesitancy might have been my personal choice rather than it being necessarily better or worse and as time has gone on I think those routines like the printing word rather than writing or whatever, it's probably clearer for students and therefore whatever makes it easier for them to understand what we are at and that makes it more important than our old ways, traditions and methods

FL: If you have to rank your criteria, let's say attention to task, analysis, use of sources, they are obviously important criteria for you, tutors tend to adjust their marking according to what they consider to be the most important issues, I found that many tutors were focusing on the content of the assignment and expanding on the topic itself which is very valuable but do you think that tutors should also concentrate on the development of skills in addressing the topic?

T2: Oh I think definitely I do teach the foundation modules as I said earlier and therefore I suppose I am looking for the development of an understanding not just of the topic but of the development of the education process so in terms of things like grammar, construction of sentences there are various aspects of the skills which a) students will have to develop in the course of their learning whether they are studying history or literature or psychology or philosophy or whatever it is and I would never narrow myself to history that I would be teaching. Obviously that would be my speciality but I would be very happy to encourage students and I would actively encourage students to look at other avenues and other skills that could be developed and I don't see it specifically ok, this is your narrow focus and therefore you shouldn't worry about other skills, because I think primarily when you began to see how develop even in another subject, you begin to see how, literature can develop those skills that are transferable to history or philosophy is transferable to history any other subject… I don't think that… we are primarily educators and any that develops the understanding of students is what we are there for even though my specially and my skills would be more in history.

FL: And from your experience what students struggle the most with and do you help them with those particular difficulties… I am referring to assessment obviously

T2: I think in terms of assessment, it's the development of an argument…in many ways students can describe a topic, can describe a particular event without analysing it, without putting the event into context and that is why when I go back and tell them it about the development of a cogent argument based on evidence, so the evidence is straight to your point rather than being your point… primary sources, secondary sources is used as evidence to build up and develop your point rather than being the point itself, so in my assignment, when I mark the assignments sometimes when you have looked at so many essays, I will put maybe a paragraph beside a sentence… what is the point of this, how does it relate to and enhance our understanding of the topic and sometimes you will have large scripted paragraphs, which may

be interesting in themselves, but that don't give me the analysis as necessary…these are descriptive paragraphs which are outside the relevance of the question, that don't deal with the question itself, I think that development of analysis is something that you begin to see from the first to the third assignment and you begin to see students who come and engage with the subject and those who develop that are those who really make an improvement

FL: that is interesting, one of my questions was the difference between taking a descriptive approach and analytical approach, this seems to be a problem particularly in history and in literature, there a re-telling of events, re-telling the story in literature but that seems to be a particular problem of these two particular subjects, if I understand your approach you tend to explain what analysis is by means of examples and by showing the relevance of the information they provide in terms of analysis, is this correct?

T2: yes, I think so

FL: and would that be the only way to help your students to understand historical analysis or is that the most effective way of helping them to understand historical analysis?

T2: I suppose for me is the most effective way, it not the only way, because dealing with the individual assignment I would take students' work and look at that and then challenge them to…ok this is an interesting point, but how does this relate to the question? You could use this to make a clearer point, but to come back to the question and to the development of their argument, for what you got, 1,500 to 3,000 words, I would tend to deal with it that way, however there are other methods that you could use, maybe looking at alternatives and sometimes at tutorials we would look at different methods, I suppose I would be careful in…sometimes there might be too much, there are some students that I might have 15 or 16 points on, you need to be careful not to give too much, as they begin to see this as being overly critical and therefore you need to be a little bit sensitive to that.

FL: And that obviously refers to the annotated feedback… from what you are saying, even from your previous comments, you seem to attach a lot of importance to annotated feedback, even before the introduction of the form you mention that you have put a lot of comments on margin and I suppose you have transferred part of that to the new system by using annotated feedback in the form itself, would you say that the annotated feedback is probably what is helping the students the most to progress?

T2: I think so, I would still in the assignment… there are places… if there is a grammatical error or there are spelling errors, you know, I would use a pencil and I would put it in the assignment I would mark it off or even in terms of being too descriptive ok look at this sentence but I think that goes back to that… it's specific, it's kind of clear, because it's all right, you made this point, what are you trying to say here? Yes you have given me a quotation from period I am covering but how does that enhance our understanding of the topic? So the annotated feedback, again, is much clearer to students that just saying… well you should just be generally aware, because, especially as a coming back to foundation modules, many of them have not studied in a long time very few have studied history before so they are grappling with that, so I think for me as a tutor to be clear about what I am asking them. Sometimes general comments are important and I would consider them very important at times but is also essential to be clear to students that they understand exactly where they went wrong because sometime you find that students expect a far better mark primarily because of the work they put in, but to have the idea of developing an argument on the basis of evidence and therefore we need to be clear with them, why they didn't get the mark they expected or would have liked

FL: is the discussion about performance versus effort?

T2: yes

FL: How do you actually evaluate the performance and not the effort?

T2: Yes and sometimes I explain to the students from sticking to the question I have read some excellent essays over the time and a huge amount of work has been put in and had it been a different question it could have been a 2:1 or a first but they didn't stick to the questions and they didn't follow the guidelines and therefore they haven't answered what they were asked so it's like that and it is a shame and you are grappling with this and you really want the students to give a student a good mark but they haven't done what you have asked them to do and that is kind of sad for a tutor to read an essay and say this good but

FL: Again, reading through some of your feedback, it looks to me that your annotated feedback does a lot of the work in terms of advice for future assignments and then in the advice for future assignments you tend to refer to only very specific issues, sometimes to do with skills development sometimes to do with grammar, structuring, do you think that that would be accurate, do you think that you tend to use the annotated feedback more so for advice for future assignments than the actual advice for future assignments?

T2: That is probably true now that you are saying it

FL: I am not really trying to feed the information, but I am trying to see how you see the advice for future assignments box, what do you think is the function of that particular box?

T2: I suppose is to be more general… to make more general points about future assignments, that's why I suppose I have looked at grammar, referencing, sticking to the question and development of an argument, I tend to use that box for that, and then on the next page the annotated feedback… I tend to be more specific

FL: Another issue that seems to have come up quite a lot with history is that of referencing system and problems in applying it, across all groups all students seem to have problems with historical referencing, why do you think it's that and how can the tutor help?

T2: I think because it is unique to the Humanities and Social Sciences, in relation to the Historical Sources Referencing System, I think we ought to… that's the referencing system historian should stick to, it's our referencing system is something we should hold dear, and therefore that doesn't make it easy for students is someone is doing Sociology and they use the Harvard system or the APA and we are using the Irish Historical studies but if you are studying in any other subject if you are studying the Humanities you would have other referencing systems… I think it is important that tutors explain exactly why this referencing system is used and stress the importance of it because otherwise we could all use the same referencing system and that isn't necessarily the best way to go, I think it is a very good referencing system and I would defend it, and I would be very supportive of it and I would explain this to the students, but I think if there are two referencing systems it's more difficult, I think the second thing, I mean, referencing is difficult anyway, because it's tedious it can be dull and they don't see the importance of marks from it because it doesn't seem like… they nearly got to the end of their assignment and therefore feel that they have put their work in by developing their argument therefore they don't see the importance of referencing because is very much at the end and it's an add on. I would always say and come back to it all the time, you can loose marks if you don't reference, what I cannot understand where you got this evidence how am I to know that this evidence therefore I think it is important that we stress from the very start the vital tool of developing referencing guidelines… I think it will always be difficult whether you are a student or an academic, I think sometimes these are tedious points but absolutely essential

FL: OK… just looking back at the discussion about feedback to what extent do you feel tutors are responsible for lack of improvement or for improvement

T2: I suppose none of us wants to take the blame… I think… I suppose those who have come to tutorials… I think there is a greater onus on tutors because we had an opportunity to engage with students in a personal way even though those who don't come and submit assignments still have an opportunity to engage with us in a different way, but I do think that there is a responsibility on all of us. I think when you see students engaged with a subject, engaged with a topic and also struggling and being challenged by it…then I think it's something that we can recognise and try and develop and I think there is a responsibility on the students, on Oscail, on the tutors and we have, I mean, we are primarily the people they see, we are the representatives in many ways of Oscail on a multi-basis, they don't have much contact with others, therefore I think we have a responsibility and in that we have a part to play in that development

FL: Finally, imagine that you are giving advice to a new tutor who is starting to work for Oscail and who is marking assignments with the Oscail system and in distance education, what type of advice do you think you would give to this particular tutor

T2: I think the first thing is the Oscail guidelines for marking which I think are very good to which I would come back all the time and now they are in Moodle so that students can see this, so I think it is important if they are clear, we are clear as well, so to look at this to get a good idea of what is interesting in terms of marking system, I think in terms of the tutorials, in terms of the development of students it is important that they would see the importance, the specific role that we play as the public face of Oscail in many ways, and therefore how we actually enhance the experience of students it's down to us as tutors I would encourage to take that very seriously and to see the importance of all of that.

FL: Just to start off the conversation, could you give me an indication of how you mark assignments, do you have a particular method?

T3: Yes, I would start by reading through the assignments, that would take me between five and ten minutes and then I would go back through the assignments, start with the Introduction, assessing whether it was a good Introduction or not and that might be the first paragraph or might be the first three pages and then I would write about the Introduction in the form and then I would go systematically through the essay taking each issue as I find it, and finally I would look at the bibliography to see if it is satisfactory and then I would enumerate any major things that I have found should have been included, but basically with the first reading I look at how well they have structured the essay and how are they getting to the point of the question.

FL: So what would be the two most important aspects of an essay according to you?

T3: Whether they have actually have answered the question and how well they have structured the essay. If they have left out some particular points is not that important, it is of secondary importance

FL: You have described the process of marking each individual assignment but when you mark would you group at a group as a whole and wait to allocate a mark until you have read all the assignments or would you mark as you go along and try to think about criteria and mark against the criteria?

T3: Well, I would mark as I go along to start with, once I have done a set of essays I tend to know what are to be good essays and I pick them out first because that sets out some sort of a standard and I can see where they are going and then I would work my way through them but there is an objective standard that you can see when an essay is very good or when an essay has just completely missed the point

FL: and what makes a good essay?

T3: They looked at the question, they answered the question, they haven't just… for instance we have one question last time of the White Feather movement in the First World War, they haven't just written the First World War, they have actually answered the question and whether they have structured it neatly not added lot of descriptive detail which is just adding…

FL: That would be sufficient for you?

T3: I think so, you just get a sense of it once you start reading, where they are going, it's just something that you kind of get to know

FL : And what do you think students have normally problems with… when you mark the essays do you find any patterns?

T3: First of all they usually they have problems with addressing the actual question, they see the First World War or the Russian Revolution and they think "Oh, I need to learn about the Russian Revolution" so they write loads about that and so that is really the teaching in the first set of marking to tell them that they can't put down everything they know, they only must put down what is relevant, think of the question, and I found that with this method, and it is really like a one to one tutorial, that most of them don't do that again, they improve very much at the same time

FL: You are referring to the old assignment report form or the new form?

T3: This is the new form

FL: You find it's a form of teaching?

T3: Yeah, I obviously make it very clear to students because I see a marked improvement… Last year a student springs to mind because she sent her assignment late each time, the last time late again and it was exactly the same comments I was making, I always look back at what I have written before, and I had said the same thing and she hadn't bought it and she said that she got a low mark… that doesn't usually happen. I remember the year before, one student, the first time, he got the lowest mark and in the end he was getting the highest mark so he did what I told him to do, you know…

FL: So did you see a difference now that we have this new form, before we had only one comment box, where everything was fitted in the one comment box, do you think there is a difference in what we had before and what we have now in terms of helping students to improve?

T3: I think it does help, I used to write an awful lot in the comment box, but it is now more organised. The disadvantage is that is very time-consuming, it's like a one to one tutorial really, it's taking me an hour to mark the essays this way.

FL: How long would it take you before?

T3: It wouldn't have taken me as long because I know… well partially because of the comments Daire Keogh [cfr. History Monitor] has made, now he has been very good and he has been very positive to me but I have one student who I has said "good" and I haven't written an awful lot, because he more or less included everything and he said that I hadn't written enough, now short of going beyond the scope of the essay I didn't see what else I could write so now I kind of having to say "this is a very good introduction because of this and that and the other…" so that becomes very time consuming and while I am marking positively as well as negatively, instead of saying "good" you haven't put comments… I think that's all… great learning and teaching, but it is very time consuming and there is a very big question mark in my mind whether it is possible to carry on spending as long as this marking the essays

FL: Obviously your marking is very through all, there is no question about that, but let's say when you find a student has a problem with particular issues, what issues they have normally problems with? You were saying that the fact that they do not pay sufficient attention to the task and they give you too much background information, how do you tend to approach this type of problem? Is it by giving information, what would you do to address this particular issue?

T3: I would simply say "there is a lot of interesting information but it's not relevant to this question and you must think about what is relevant to the question and only put that down .
FL: Ok, I am trying to think… do you think that students would actually understand that?

T3: Yes they seem to understand it

FL: Did you ever have any problems with students not understanding your corrections?

T3: Not really, I mean, I can, I mean I would say "Look at the question, the question is asking you about the White Feather Campaign, it is not asking you about a detailed commentary on the First World War" and I mean, I think that is fairly plain

FL: Among the other issues one issue that came across very strongly in History is the tension between narration versus analysis, to a certain extent there is the same tension in literature, but there is a tendency for students to retell the events and for literature to retell the plot of the story, I think it's a common but different scenario, but at the same time , it is something similar in history and literature, how do you address this particular issue with your students and are you able to tell them what historical analysis means?

T3: Ehhhm, yes I think you kind have to look at the facts, you need to have read enough to have an interpretation of the facts, that enables you to analyse the situation, I am trying to think of a sort of a question that have been set could be "why the [unclear 2 words] rebellion in 1534?" You need to say "rebellion was fairly normal in the 16th century as a way of protest so this would have been normal, but there were particular sets of circumstances" that is the analysis, you are looking at the background and say "what set of circumstances actually produced this action.

FL: so it sounds to me that it requires quite a lot of explanation to address the issue with the students, you really have to invest in the teaching type of activity in order to help the students to improve with their analysis, so it's probably demanding.

T3: It is demanding, but I mean, you have the question, so they have been thinking about that and it's a complicated subject, you know, you can just say this is a black and white issue, the whole point of history is to expect the student to see that it is a range of grey issues that is leading to some sort of conclusion, not this is the right answer and that is the wrong answer kind of thing

FL: And do you normally refer back to previous comments when you mark?

T3: Yes, always

FL: Do you see a value in doing that?

T3: First of all I think it is encouraging to the students because they realise that you remember them as a person even if you haven't met them, saying "this is an improvement on last time" or "do you remember, I said the last time something" because I look back on what I have said and I think that teaching is also a matter of confidence and that you inspire some sort of confidence in the students they will be more receptive to what you are saying

FL: I think this is important, motivation and learning, let's take the case that you have made a comment for a student and he has not taken it on board how would you deal with it, when you have made a comment and you have the very same issue occurring again in the next assignment, and of course, you look back at the previous assignment and you saw it was there, what would you do the second time round?

T3: Well, I would just point out, it is a bit annoying but you have to be careful not to let that come through, and just say "it's a pity that you didn't look back at what I said, because you have done the same again and what I am repeating now is whatever the problem is, is not going to get you a good mark, if you had sent this before, if you had done as I said you would have got a higher mark and would have now be able to give you a higher mark"

FL: Do you think it could ever be that the student hasn't understood your comments the first time round?

T3: The case I am think about, no, because it was very clear, but there have been times, on other occasions, when I felt the student was so weak that really – I can think of one student –

"this is a case where I think it would be a good idea for you to ring me and I would explain to you over the phone just how to approach this, but that would be quite rare

FL: So you feel that when the feedback fails…

T3: there is only so much feedback, there is only so much that a student can take in, they actually are not up to speed with the course and that is a difficulty and would say "I would advise you to contact me when you start this essay, either by e-mail or phone and I would talk you through this" and I have done that with one or two students

FL: And do you think that your students are clear about what you expect from them, do you make it clear to them do you think?

T3: After the first essay I think yes. I usually give some guidelines beforehand, but the learning process is actually doing work, so until you do it you don't really learn it, it's like practicing the piano, if you never practice, no matter how many times people tell you how to do it, you got to do it, so this is a point, if you are cutting down on the number of essays, and it's a point I made before – and I am not particularly keen to mark more essays- I though 4 essays, give more opportunities, more practice for improvement

FL: You just mentioned there while you were talking, guidelines that you provide for your students, are these particular guidelines that you provide… what are these doing in addition to the criteria that we normally give to our students in the essay question, are you adding additional criteria? What is the function of these guidelines?

T3: Not really, not an awful a lot, may just rounding it up a little bit more, usually pointing out that they should pay attention to the guidelines and sometimes you get essays where students clearly haven't looked at the guidelines, so that is what I usually point out, usually say something like," there isn't a right or a wrong answer, but remember to read carefully, make your notes and then come to your own conclusions, something like that and a bit of encouragement like anything else as well as rounding out what has been said before with regard to what you have already done at the tutorials so obviously if people don't come to tutorials you can't do anything about that

FL: So do you feel… if students don't come to tutorials should they be able to answer the essay in the same way as students who attend the tutorial or do you notice differences?

T3: Well they should be able to address the essay, but if they come to the tutorials they should be able to get more insights… I don't… there seem to be two methods of doing things, some people go through the essay at tutorials, I don't do that, I would give some advice and when I have marked the essay I would talk about it for 10 minutes or so, but I so far, favour moving through important topics in the course, because I think, spending most of eight tutorials going over stuff that is being done in the essay, that is narrowing the course hugely, because I prefer to address topics that are not being addressed in the essay

FL: But do still feel that you manage to give a clear indication of your expectations to your students?

T3: Yes I think so, but obviously you have to make choices, the more you do on the essay the more information they have got in their heads, but then you can't do other things

FL: But do you ever feel that you are marking the essays having other criteria in mind that you hadn't communicated to your students, in the sense that there was something relevant that the students hadn't addressed, that you hadn't discussed with them, but that perhaps should

have been addressed, or once you are marking you feel you are consistent with the information you have given to your students?

T3: I think I am pretty consistent, but they have to do it themselves, it's a university course and I can't spoon-feed them every bit of information, in fact what would be the point of that, I don't even try to spoon-feed them all the information, the whole idea is that they should get on with it and do the research themselves, one of the problems that I do find is that some of them are excellent but others don't do enough reading, I say "you should have three other books other than your notes, that are relevant to this topic" now with the History 2 it's very easy to get books, it's not expensive even if you have to buy them and I feel that students should, even if they live in Leitrim, come up to Dublin, look at the book shops, get books or else, order them from their library or whatever… I don't think you can do everything for the students, this is a course of learning, they have to be stretched themselves

FL: This leads me to another question I have in the questionnaire. To what extent you think the tutors are responsible for lack of improvement?

T3: I think the tutor is responsible to a certain extent, if you don't give adequate instruction, if you don't support the students, these are the two things, the academic side and what they call the pastoral side

FL: Motivational?

T3: Yes, I think they should work in conjunction, but when you have done that, the student has to be prepared to take off, if they are not, they are not ready for a university course

FL: In a way you describe the role of the tutor as a support, am I correct?

T3: Yes partly support and partly to lead them into academic work and covering the complexities of academic work and that is the role of the tutor, but the students have to do a lot of work themselves

FL: You know, you have a lot of experience, ours would be mature students and perhaps have gone to secondary school years ago when there was a particular format, which to a certain extent is probably still there, where the teacher was doing everything for them, was setting the rules and have a certain schedule and the whole thing was very structured, and then they come to university and they are expected to be very autonomous, sometimes I don't think it's an easy transition, how can the tutor help with this particular transition, do you think?

T3: Well when they are doing the foundation course, that's helpful, and they can get in touch with the tutor and the foundation course is really going through the various tasks and skills they will be using

FL: and do you think that, beyond foundation modules, is the role of tutor to train students with skills, thinking particularly about feedback. To what extent should feedback focus on content or should it also focus on skills development, what should the feedback really do?

T3: I think it should do… I think you have to do everything, you either are a teacher or you are not a teacher, you don't say "I am stopping here", you have to say "this is far too long, you have to [unclear word] this, you have to do your readings, you have to make your notes, be careful not to copy word for word from what you have been reading" there are all this sort of things all the time which, you can't say that something that a student is doing is wrong without pointing out why. Students, there a huge variety of ability, some students don't need any of

this, and then other students, to whom you would point it out to, I can't imagine seeing something they need to know and not saying it.

FL: Just to look for a moment at the assignment report form and at the new structure we have: summary of performance table, summary comments, advice for future assignments and annotated feedback, what do you see to be the function of each of these sections, what type of comments do you enter in the summary comments?

T3: It would be sort of, mainly structure perhaps, and "this is a good essay but you put too much narrative detail" something like that, two or three sentences, a general assessment of the essay.

FL: Would you link to the performance table, would you see it as an idea to link to the performance table, or is it better to keep it in a holistic way, just as an overview in your comments?

T3: Yes, sometimes you would say "I liked your introduction but it is a pity that you didn't stuck to such and such…" I think there could all sort of favourable comments that one could say. I don't think there is any point in going right through the performance table, but you would pick out things that were particularly striking, like a good introduction, or something that you felt it was particularly weak, "try to pay attention to such and such"

FL: What type of comments do you normally enter in the advice for future assignments?

T3: That would be nearly be repetition, because you have said it all, the sort of thing I have said before, "you need to read more widely, make sure you get some good books in good time for the next essay or something like that.

FL: So do you feel that maybe there shouldn't be two separate boxes?

T3: It doesn't really matter, you don't need to put a lot in the second box if you said it all, you know. Sometimes I just say carry on as you are, this is good work.

FL: And then in the annotated feedback, what kind of information do you normally enter?

T3: Well I think I enter a lot of information and it is taking me far too long, I don't know I can stop doing it. I think it is very useful to the students because I can see that the students are improving, but it is extremely time consuming, more time consuming than probably Oscail wants.

FL: So probably if there is any section of the new form that it is taking you more time is the annotated feedback, this would be the section for which you might need to cut down on

T3: I think there is a discrepancy between what you want and the time you say it's going to take and students understand this. They understand if I give them an explanation, but it is taking me a long time.

FL: I am not sure if I am interpreting it correctly here: are you saying that comments need to be very detailed in order to be effective for students?

T3: ehhhm, yes some of the times, and there are cures, and in most cases you say something favourable but in other cases I haven't said enough, that really made me think, "but what can I say?" when I have said "this is good"

FL: Would it be the type of information that you enter? I was looking through your feedback comments and you are giving a lot of background information in your comments, which obviously was relevant to address the question and the particular topic, but there was a lot of detail and I was wondering to what extent all of that detail was necessary for the students to understand the question and to what extent would that information help the students with the next assignment, that would be very relevant to that particular assignment it would be very important for revision purposes, and I am sure your students are in a very good position when they do revision for exam just by looking back at the feedback, because there is a lot of teaching in your comments , but I am just wondering if all that information is going to be necessary and will help the students with the next assignment or it will only be specific to that particular essay and once they put away that essay that's it.

T3: I don't see it like that, I don't think it is only specific to the essay. I think you can only explain the specific, but what I am saying here is. This is the kind of information you need, I don't expect them to reproduce that information so if I have just said "you haven't had enough information" you could say to me "what do you mean?" what I am saying the sort of information that I want – I will go back to the white feathers movement because it's in my head- "what sort of women were these women who were given the white feathers?" so I need information about these young women and in fact it says in, this is what I would say, in fact it says in the article, they were not very intelligent, they were probably being used by the authorities to pass through a message

FL: I think you are giving a lot of this type of information and what you are saying is very interesting, you develop each point they haven't addressed so maybe it wasn't important to develop each point but to show how they could have developed and maybe give them pointers on some of them then expecting them to address the other topics without having to give detail on each individual point and that might help in reducing the workload a bit, giving an example of how a particular point could have been developed and the level of analysis that you expect from them

T3: I think so, but I think that it is important to show that if they haven't developed points, just how to do it

FL: one thing that I have seen from other tutors, giving, one detailed paragraph, a case for which they would give a lot of explanation and then the following points where similar issues were found in terms of under-developed analysis for instance they would put few questions in a comment just to prompt further reflection on the topic but they wouldn't actually give the answer to the question " if you have considered this, could you have also considered this and that?" and then the next time the answer would come from the student and that would be just a way of maximising the output without increasing your workload, which I think is an issue, I am afraid of burn out in your case and I think it is something that we need to consider, but just to go back to the last two questions. Imagine that you are talking to a new tutor that is working for Oscail for the very first time, what type of advice would you give him in terms of feedback and marking?

T3: To a new tutor?

FL: A new History tutor…

T3: I think I would say, I think I can talk particularly about history 2 because that is the course I have taught most, the questions are quite complex, they are very interesting, they are complex, they are usually set on an article, so they need to be given some advice on how to approach an article, given advice on how to pick up the main points in the question, what is it important about the question and just to encourage them to be confident about it

T3: the very last question is, do you feel that new form of assessment feedback that we use, the new assignment report form, do you think it has changed the way you provide feedback in any way?

T3: I think it is more systematic, I think it is set up more systematically, I would have done that, looking back at the form, I would have written up the page and round and round so this way is much more systematic, but it does, I didn't use to mark positively and this is very time consuming it a bit of window dressing

FL: Sorry could you repeat that again, you didn't use to mark…?

T3: I didn't use to mark positively, "yes this is a good essay because of blah blah blah " if it is a good introduction and it enables them, they know that and it is very time consuming and sometimes I feel I have to put something for this particular student so that they don't feel short-changed so that is what I mean by window dressing.

FL: You are referring to good students, high- achieving students

T3: yeah

FL: You feel that they wouldn't need feedback anyway because they already do well

T3: They need some feedback but you don't need to give as much feedback if they have done well " carry on like this, I like your reading and so on", it's more encouragement but I got the impression from Daire Keogh's [monitor] comments on this that I had not given enough. It wasn't a severe comment or anything but he said I hadn't given enough feedback to the students and I was thinking "what I could have said without having a discussion on a much larger topic?" so it has occurred to me that maybe this is window dressing and that students might feel short changed when they only got half page

FL: So you felt that it was to be fair to the students in the same way as you would have been with the other students

T3: yes but some students need an awful lot more than others.

FL: let's not assume that students producing good performance are confident

T3: Oh no, absolutely I would always put something encouraging, but is just that if they have covered all aspects of the essay is there any point in saying "I like the way you tackled this and that and the other"?

FL: Now, Could you give me an indication of how you mark assignments, the process, what kind of method you use when you normally mark?

T4: Ok, Well I normally go through 3 stages. The first is that I read all the scripts and I make notes on them…how the question has been answered, arguments, sources, readings also their style of writing, but I don't make any mark at that particular stage. The next stage is that I read them again and I go over my notes. This time I write a very provisional mark on them and the third stage is that I write the assignment report form, then I would give you the final mark. I should emphasise that every year I explain to the students how I mark so that they are clear about the process.

FL: Do you find that you tend to compare students within a group when you are marking or do you refer back to the criteria and that would be your guiding principle?

T4: Well, both really, both. You need to get an overall idea of how the question is being done - you know – how they are answering the question… but that does not mean… yeah I would always try to look at each paper on its own.

FL: Ok, my concern was in this case to understand if you feel that the group doesn't perform well would you automatically raise the marks to obviously try to bring the performance to a certain level or … [overlap interviewer-interviewee]

T4: No I wouldn't do that, but I must say it hasn't happened…[overlap interviewer-interviewee] terrifically much

FL: OK [overlap interviewer-interviewee] that is good news, isn't it?

T4: Yeah, I honestly cannot remember ever doing that

FL: OK that's fine.

T4: But then I have to say, ehmmm, that it is always good to get feedback from you and from the other tutors about the problems that might occur with the specific questions and I think that this type of feedback has tended to eliminate those sort of problems.

FL: Do you feel that you are in a special position because you are a person that has set some of those assignments

T4: Ehmmm, that actually makes it more difficult. I have to say that setting the assignment questions each year is much much difficult because you are trying to work out new ways of asking questions or topics. Therefore I have to say ehmmm the feedback from you and from the tutors is absolutely vital I think

FL: Ok…ehmmm, you are obviously with Oscail for a while…

T4: Since 1997

FL: Exactly, it is a long time and you have seen the changes, you have seen the new assignment report forms and the old system… do you think there is any improvement with the new form, please be entirely honest…

T4: I have to say, I like the new form very much and from talking to the students they also seem to like it. From my point of view and also from theirs the Summary of the Performance is a very handy breakdown

FL: … you mean the table…

T4: that's right, the table of all the features is handy breakdown and – as I say – from talking to the students I certainly have the impression that that is what they think as well.

FL: and… well… some tutors have commented that it takes time to fill the form so there is an issue with time commitment

T4: well I would like to say I knew it was going to take more time but once you get into it I feel… the first year that we were doing it would take more time… yeah and does take more time than the previous one and that is not going to change but I find that once you get used to it, it's ok

FL: would have any advice to ensure that the time does not exceed a certain level…I find there are great variations in the way tutors fill the form…from one liners to three pages of comments

T4: yeah… I think… God… you see the form…I think… you see the form in itself is very succinct I think the feedback would give them more detail and I will say later on as I see you have it at the of the questionnaire I find the feedback very good because you can go into more detail

FL: OK, you must have in your own mind what makes a good assignment and probably you have certain expectations… you said that your students are made clear of your expectations but what would those expectations be?

T4: Ehhhhm… original, independent thought focused on the question, particularly important for History I think it would be wide background reading, then the analysis, the argument and then the clarity of writing

FL: Then would you say the first criterion…[overlap interviewer-interviewee]

T4: original independent thinking with the focus on the question

FL: But wouldn't you fit independent thinking into analysis?

T4: Note quite…it would come from analysis but it would also come from the background reading as well

FL: Ok if I am understanding where you are coming from the background reading would inform the analysis but – you know- the way you interpret the background reading is the key.

T4: Absolutely

FL: Ok, OK, so then what do you actually do to make your students aware of this, of what you prefer?

T4: Well I always brief them at the first tutorial and then again at the tutorial before the first assignment submission, but I really find that it takes until after the first assignment to be aware about what I am looking for in their assignment

FL: Why do you think it is that way?

T4: Well…ehhhm I think for students…well…if they are coming for a new course I think… and if I am a tutor they haven't had before…they can be a little bit uncertain about what I am looking

for… I think automatically they would looking back at what they have been used to with the previous tutor…but always tell them this is part of the Oscail experience… don't expect the same from every tutor… we all have different ways

FL: so you warn them basically!

T4: Oh I absolutely warn them because for students who haven't had me before they would say X has done this Y has done that… Yes, well look, we are different people and we have all different methods and – you know – it's best and to your advantage if you get used to the different ways

FL: and in fact those criteria that you mention when you describe a good assignment…is there any of those aspects you find students have particular problems with?

T4: Well…focusing on the question and background reading…ehhm the focusing on the question gets better after the first assignment …background reading has been a particular problem…I try to address the first in the feedback and the second one by urging them to do more generally and the advice for future assignments… the access to the wider range of reading materials that they have with the IREL has made students much more aware that they now have this marvellous new material and this has been showing up through their work

FL: So you feel that they are using more materials…

T4: They are using it yeah… and they are aware that is out there now because the biggest problem has been that they have been using the general textbooks and also the course notes but know with the… I have been urging them to try out the IREL and they have become much more aware of it which is great

FL: You have mentioned that you give fairly set guidelines at tutorials and you help your students to understand what your expectations are, what about students who do not attend tutorials, do you find that there is a difference and how do you work with this type of students?

T4: Well it is… some students who do not attend tutorials are fine… they can do it on their own there are some… yeah I do notice the difference between those who don't …-you know- between those who go to tutorials I think with Moodle we can do a lot more like that… we can access… we have greater contact with those students who don't go to tutorials. I have actually asked this to students who come to tutorials and they said that they find the discussion and the interaction with the other students particularly useful and valuable.

FL: In a sense you feel that there is nothing replacing attendance to tutorials other than Moodle – perhaps-but this justifies giving some additional criteria or some additional information at tutorials, would you say that this is correct?

T4: Yes, Yes I would say so. Just last year I had a wonderful group of students but… how many students did I have?...about 15 or 16 but it never rose beyond 6 for the whole year who attended tutorials

FL: were you disappointed with the low attendance?
T4: I was but when I looked at where they lived I could understand, however some students who lived very far away always made the point of coming to the tutorials ehhhm but they were a great group…I just felt that those students who couldn't attend couldn't have an idea of the value that they could get from them…but it's a problem

FL: Just to get back to the topic of the assignment report form for a moment, when you write comments to find yourself going back to previous comments and to performance table for previous assignments or do you feel that each assignment is a separate issue and – you know- you just move from there

T4: Oooh, absolutely not Francesca, you have to refer back because I've always had the feeling with some students, certainly not with all, when they get the essay back from Oscail, I always have the feeling that they just look at the mark and they don't look at the point that I've made and the corrections that I have made and I have to tell you from cases over the last few years it has been driving me crazy, so I feel so strongly, I am very annoyed that my time has been wasted and I am making the same corrections over and over again.

FL: and… how do you react to that – I mean- would you just repeat the same advice or are you simply taking it as students not paying any attention…

T4: yeah it's not paying attention…it happened…I have to say with just a few students but it's happening every year, as I say, when I find myself writing the report forms looking at the essays and realise that I make the same corrections from assignment to assignment I just thought – you know – are they reading what I have written before? You know…

FL: Would you tend to take a punitive approach and…[overlap interviewer-interviewee]

T4: Well I threat them at tutorials that they will loose marks

FL: Does it work?

T4: It does actually work yeah, but again it's the students who don't attend to tutorials I find… when I have problems who do not pay attention to corrections, the students who attend tutorials because I am there to threat them and they take me on board but are the students who don't who aren't there, that they just go on and on and on

FL: I am referring to the discussions that I had with other tutors, it's about the type of comments that is given in feedback, should they focus only… I find with History and Literature tutors that they tend to focus on the specific content of an assignment and in a lot of cases give a lot of background to historical events, would you say that this is useful – particularly for revision purposes- but would say that also focusing on development of skills, particularly historical analysis would also be something that should also be included in the feedback comments or do you think that it is justifiable to refer exclusively to the specific content of the essay?

T4: I think that you have to refer to the skills… I think any of us tutoring in courses after the foundation – I mean – some students would have got the basics but I think that there are others who are struggling and moving from History one to History Two or Three and Four that is different – you know – ehhhm and I think you have to keep referring to the skills

FL: and would it specifically historical skills that you are referring to?

T4: if they are doing one of my courses, typically two and four, they would be looking at documents and articles so these kind of skills, the skills for looking at a document would be different if you looking at an article, that would be difficult, then again there are things that you and Kay have always emphasised, that you have to test a range of skills, that you have to give them a range of skills, but yeah, you have to keep bring them back, because they would only learn them from History one and that is a difficult course in my mind.

FL: Again, talking about skills, referencing among historical skills [tutor laughs out loud] one the possibly most difficult skills for history students, they all seem to have problems… I was looking comparatively at foundation modules students and post-foundation modules students, there still seems to be a problem even when they get to post-foundation level; there would be students who, let's say who are in History one and who have been in the system with Oscail for a number of years and who have completed modules in other subjects, who when to move to History this becomes a problem

T4: Francesca, I wonder, I have to tell you that our History students who are down in Limerick they would have the Irish History Referencing rules from year one but they still haven't grasped it by year three and I wonder, are there similar problems with other referencing systems, I just have the impression that students regard this as nit-picking of the highest order.

FL: To a certain extent I would agree with you, we just sent out a questionnaire to students. One student reply and the answer was that referencing is an academic obsession… students do regard it as an academic obsession but at the same time, probably we are not doing everything we could.

T4: The History Referencing that Marian drew up is very good… maybe a little too detailed… I also had students saying that if it is difficult to find them on the Moodle site… maybe in the course material that you put up in Moodle they could be put with all the history modules… but I think that the referencing guidelines could be simplified. I grant that for History six they would need to have more detail but I think they could be much simplified for the other history courses.

FL: …but don't you think that the transition from a simplified system to History six system would be difficult.

T4: But it would not be that simplified, the more detailed guidelines for History six would be how to quote documents… stuff like that… that is how you have problems with documents and archives and that which you wouldn't have with other subjects

FL: Of course the other big problem with History and Skills would be that of narration versus creating a discussion and historical analysis… students tend to retell the events

T4: well again that would be a problem every History lecturer in the country would tell you about, it's a problem… what I do I tell my students and this means my students in Oscail but also in Limerick… it all seems to come to them as lightening flash, I tell them that the aim of a History essay and the final… the exam…if they show that they understand and they are not… understanding of what is being tested not how many facts they have learnt off by hart and I tell them that we assume that you have the basic knowledge of the course, you know, that you know the main dates and the personalities and friends so that is not what we are testing we are testing how much you understand and comprehend and that always seems to hit them with a lightning flash. We also ask them to bear in mind that in history there are no right or wrong answers… what you do it that you >>>evidence from the arguments and then you draw your conclusions. You might agree with them or you might not. So we want to really test their ability to explain and interpret etc. not to get yes or no answers

FL: It is very interesting what you just said you used the term "interpret"

T4: yeah

FL: the term "interpret" is something that students have problems with, particularly students in an Oscail programme where they would take modules in social sciences such as Sociology and particularly Psychology where interpretation is not part of analysis…

T4: yeah… that is why I give them documents because a document is your essential raw material… you know… how to interpret they read it over and they think they got the gist of it…. Yes but look at how she or he is phrasing or writing and context and all of that and I think that that is a very important skill to learn

FL: … but I think… it's a specific skill that you probably find also in literature…

T4: oh absolutely… absolutely

FL: … where you have a similar type of analysis…

T4: yeah… we would interpret a text… absolutely

FL:… it would be very similar, but students taking, let's say, psychology would come with a very impersonal approach which is the scientific approach that is demanded of a student in that particular subject… so when they try to transfer the concept of analysis from one subject to another subject they have a problem with understanding what it means for that particular subject.

T4: I have kind of noticed that… there are quite a few students who do sociology and history… is interesting to see the differences between the two approaches

FL: indeed… this is a bit of a loaded question but it is not meant to be controversial… do you feel that tutors are responsible for lack of improvement?

T4: yes I do to some extent, I personally would feel this much more for students who attend tutorials regularly and they don't seem to be improving. The responsibility for students who don't attend tutorials is more difficult because there is only so much that you can do long distance but I think… you know… but again it is to do with how you interact with students… you know… I think that if a tutor just tells you to hand down the material…you know… but I think you just need to establish that report with the students

FL: does that entail that tutorials are really what determine improvement or do you think that feedback can have this function as well?

T4: I think feedback definitely would have

FL: I just would like to go back to the form for a moment… I am trying to understand from tutors how they understood the guidelines in terms of how to fill the form, so what type of comments do you think should be filled in the summary comments?

T4: I think the main strengths and weaknesses of the assignment

FL: and would see any link with the summary of performance table.

T4: yes I would yeah

FL: would you take a holist approach or would you go into detail with the comments?

T4: Now this I think sometimes that might be one slight drawback about the summary in that it would… sometimes I felt it militated against what you have called a holistic approach but that just makes me aware of that… and I try to take a holistic approach and then you know…yeah… there is kind of a war going…not a war… there is a little bit of a conflict in there but I always try to look at the assignment as a whole

FL: and further down in the advice for future assignments what type of comments would you normally enter?

T4: yeah you see… I feel that the summary comments and the advice for future assignments sometimes… I never got used to the form… but I felt that there was an overlap between those two… sometimes but I there isn't so much this year so maybe I just go used to it… ok the advice for future assignments… looking back over my past forms the main point seems to be referencing… to focusing on the questions and then more background reading…

FL: Ehhhm, would you see a link between the two… obviously for listening to your approach it seems… perhaps…I am just suggesting year, because of the way here with one box for every comment the summary comments and the advice for future assignments were all fused in one and perhaps it was a little more difficult in terms of transition and now maybe it is easier…

T4: that would a useful suggestion… yeah absolutely

FL: yes… but…you know… do you think that there should be a link between the summary comments and the advice for future assignments even if now they are in two separate boxes

T4: I think there should be yeah, I think there should be

FL: and then in the annotated feedback comments what type of comments would you put?

T4: I tend to put more detailed comments, page by page, I would also praise for various observations or arguments, I would put some corrections and there would be particular points maybe… you know… that I would have an argument with.

FL: so would be accurate to say that it would mainly corrections and acknowledging quality so…

T4: yes that would be it.

FL: would you ever use them to prompt further reflection, in the form of questions, let's say…"that particular topic could have been developed further…"

T4: I have done that, sometime, yeah,

FL: and do you think that students take any notice of that?

T4: I have to say, by and large they do… yes I have to say by en large they do.

FL: and…we are starting to get to the end of our questionnaire and to the end of the half hour that we have allocated to it… every year we have a number of new tutors, history being a fairly solid group of tutors, they obviously tutor with passion… they stay around with us , like yourself, we have a number of tutors who have been with us for a long time if there are new tutors starting with Oscail, particularly in relation to assessment what kind of advice would you give?

T4: well feedback is terribly important but also the Oscail student body they are mature students for the vast majority they need more reassurance they need more feedback and I think that… I think that is very important and for tutorials to get them talking and not just with you but among themselves as well

FL: and do you think that for tutors coming from a more traditional setting, face to face, would there be particular challenges other than reassurance

T4: I certainly know some who have had that… I always try to tell them to those who ask me what is like to tutor for Oscail… I say that the students are great I really have to say that now that I have been working for 10 years they are just marvellous to work with and but that they need more reassurance because they have been away from school for a long time they are terrified about exams and so you have to give them security you have to give them reassurance you also have to give them more praise than you would with an ordinary class… you just need to be more aware that there are more requirements to work with mature students

FL: and finally, the last question in the questionnaire, do you feel that the new format has changed in any way your approach to feedback

T4: I definitely feel that my feedback is more detailed and just for the simple thing that in the assignment form we have more space and I have to say that doing them on the computer is just great because just to be able to refer back to them all is great

FL: that has been a very controversial issue…

T4: has it?

FL: indeed! Because some tutor have resisted typing the comments because they felt they had to write them standing in front of a computer

T4: Oh I would not agree with that at all I think it is just great… well look when you just getting used to a new system it is going to take more time, but I find it great I would not go back at all to the old system I think it's perfect, I really do.

FL: OK this is really helpful , [name removed] thanks a lot for your time, I took half hour as we said we would. I will actually transfer that to my computer and re-type it and I would be very happy to show it to you so that I make sure that if I decide to quote anything it will be certainly in anonymous format but it will certainly something that you would have seen and would not put it out in the open without you approving the text.

T4: No problem at all

FL: thank you very much for your help

T4: not at all

FL: [name removed], I would like to start this overview on feedback and assessment by asking you to give me an idea of the method you use when you mark assignments, just to describe a little bit the process and how you approach marking

T5: Well the first thing, Francesca, is to read the question and I try to determine what format and reading I need to make in order to be properly prepared, the materials students will have access to, and also then any other materials that might give me – you know – that might be able to give students in terms of responses and intuition of what they are dealing with. The next thing I do, I read through the guidelines two or three times just to… since so much work is done to do the guidelines that it is important for discipline purposes going forward for academic work that students who have to present assignments, because these assignments are drawn up by very experienced people in the academic field, that it is important that they don't just go off and they do it of their own bat so what I try to do is to apply or to be aware of the advice given to students. The advice obviously is not 100% binding and for instance if a student presents something that is good you mark it on the basis of, you have the quality of the presentation and that is simply in terms of a generic response to the guidelines but the guidelines are only really important for the students and the quality throughout the years has been very very good. This year as well, because I know who did them last year, for students who do them forensically, it is amazing the number of students who I talk to at tutorials afterwards who say "oh didn't really read the guidelines" and then they go back, and so from that point of view, what I next take, prior to beginning the work of marking, I would always have in front of me Oscail scale of marks and the appropriate comments so therefore when I am reading down through essays I would have the guidelines up there and almost instinctively I know where they fall. I have experience from doing it for so long, but you can't never make that assumption so I read three or four time an essay before correcting it, looking at it, and by the time I finish it then prior to assigning the actual mark I read through the grade boundaries to make sure that when a student reads it, it there is a case of an appeal, that I know exactly on what grounds or on what basis, the mark was initially assigned. I had at least one appeal coming in and then when it went to appeal the mark, I should say, when I remarked, at times when it was possible for students to come back and request to review – you know- I remarked and in response to students I outlined exactly in relation to the guidelines how did I marked.

FL: You said quite a lot in that response, but what makes a good essay for you?

T5: The most obvious thing is that it should be – and this is a test for the students – because you get very enthusiastic students and you get very studious students, and sometimes they are not able to write a good essay, what makes a good essay, it has to be first of all the, what I call a "level-headed response" to the topic and the student, as well as showing evidence of the reasonable advice in the guidelines, that there is a personal stand there. Every student has an individual style, that is the good student, the weaker student will tend to get waylaid by over-concentration on how to present a footnote or something like that, but there has to be a good flow in the essay, it has to be relevant to the topic, there has to be a good link at the start of each sentence, the student has to give good examples, clear examples, the student has to be able to, maybe one or two points in the essay, do "however" or "but", in other words they need to be able to show awareness of two historians or two descriptions may be different in some respect and also what I always encourage with students, the thing that is very critical when it comes on, the biggest… I always say to my students, one of the difficulties with history is the tyranny of information and what does that mean is not that there is too much information but that students try to reproduce it in the same form as it was presented in a module or in an article. So the important thing is that they are able to identify, that they don't read notes – I always say this – don't read notes without a question at it, don't read notes without a question at the back of your mind, when you read a module translate it already into a question and look for some pieces of information that relate relevantly to it, so essentially when the students have a question for an assignment when they are reading they are not

reading for general information, they are reading for very specific information that would illustrate some cogent, relevant aspect of the topic, so that is essentially, but what I like them to do is to use quotes from text, their primary material or their secondary material because again it gets them into a level of history, history is not about the "I" word it's about balancing the views that are put forward in the secondary materials and then with the views of the historians balancing out that as well

FL: It is interesting what you are saying because in answering this question you have answered another question that I had further down in my questionnaire, by talking to other tutors, it is really amazing about the problems they are having in trying to explain the difference between narration and analysis, particularly in history, because there is a tendency for students to retell the events, so do you think that your students are made aware of the difference?

T5: Oh absolutely!

FL: So essentially do you feel that your students are made aware of your interpretation of the assignment, obviously they are made aware of the differences between analysis and narration but do you think they are aware of other elements you referred to?

T5: Generally speaking yeah, because one of things I give them, at the beginning of the year all of my students are guided towards a page I do myself in giving advice, just a summary on how to present an essay and behind that, the reason behind that is how to quote, how to indent and everything like that, but the purpose behind this is to get these things out of the way very early so that they can focus on the process of the analysis so, I do, I would say, now that you mention it, probably, I need to place more, maybe I need to place more emphasis on that thing there but what I tend to do is select examples of analysis and say, that was a good commentary, you know, or that you need to… I try to draw them to the fact that they need an analytical approach but it doesn't have to be forensically scientific they just have to get used to the vocabulary of analysis at a very simple level

FL: Again, linking to what you just said, your refer to certain elements as a sort of mechanical elements, for instance referencing, it seems to be something they have a lot of trouble with particularly with the historical referencing system as it is a very detailed system, why do you think students have this type of problem, essentially the problem with not being able to apply the historical referencing system, a problem I have seen also with students beyond foundation level, why do you think there is this problem?

T5: The referencing system and the advice by Dr. Lyons is excellent, wonderful information, essentially what I say to students, "This is how cite a book and this is how you cite an article" "this is what *ibid* means and this is what *opposite* means" even I said this to them buy an Irish history book and photocopy of the footnotes and just notice how they are done and then go down through it. The thing is, it is part of… the problem arises in one respect because they are using competing referencing systems like the Harvard. The difficulty with the Harvard is that it is difficult to get used to it, but people think they know the Harvard, but they don't and they are citing that the critically important in using the IHS one is that academic study involves the adoption of conventions that are accepted by the wider history community so that there is a clearer expectation when somebody cites something that it can be found, it can be backtracked, it can be accessed by the person due to that one there, now when you go on, particularly when people go on to let's say Modern Irish History or Northen Ireland or anything like that they need to develop an academic rigour so that one of the things that is necessary by the time they finish their degree there is an expectation by the person that is going to talk to that individual or maybe offer them an MA or offer them a job as an history teacher or become tutors in a university course, maybe in DCU that they understand these things so there is in part an apprenticeship in the field so while Dr. Lyons notes are hugely comprehensive most

students don't need them at that level, but what I do I draw their attention, basically to main referencing that they need but the big difficulty is the Latin aspect and also the fact that if somebody hasn't studied for the Leaving, hasn't done even the Leaving Cert it is difficult enough to do the notes on the analysis but then they are expected to do this *** (?11.15) they don't see this as core but as I said it is core because it is part of the discipline of presenting the essay, does that answer your question?

FL: yes absolutely, for me it is important to understand how you address it with the students because it would also been something that you would have incorporated in your feedback comments I would imagine or in some guidance that you have given to your students, this actually leads me to my next point, do you think that you give additional guidance that becomes a sort of requirement for your students and you mark according to these additional requirements that you put in place when addressing a particular topic or do you almost exclusively stick to the guidelines that they have already got?

T5: The guidelines tend to be very flexible, if I have to… it is easy in a way to rule out a response to a good essay (? 12.9) if it is a pass essay or a third, it is easy to say "you did well here" "you did this good you did that good" but what always tend to say "But you need to focus on this" and in fact this year with the students they kept submitting, the standard of compliance with conventions was much higher than previously but I wouldn't add additional requirements what I would try to do, what I would say… because the advise I tend to give, tends to be what I call beyond the technical it tends to be, encourage the students that they are coping well, look for the next one, just concentrated on abc so there might be a mechanical aspect there but certainly students tend to be under a lot of pressure and they see these as not essentially part of the essay they are really a significant part for academic rigour,

FL: Would you think if a student wasn't attending tutorials that they would be in an equally good position to be able to answer the assignment topic?

T5: They should be

FL: So it shouldn't then make any difference in terms of guidance for the assignments?

T5: The only thing that helps at the tutorials is that the students engage more, in the sense that they ask questions and you can answer that, the difficulty with the students who don't attend is that they tend not to ask the *what if* questions they tend not to look or query in advance of the submission of the essay and the other thing of course about the tutorials is, it doesn't apply so much this year, but because they only did one significant assignment it meant that that wasn't an issue during the year they tended to be, you know, you were trying to build confidence as such in terms of writing skills and they were presenting maybe three assignments

FL: and did it make a difference in the past?

T5: it does make a difference in terms of, your are not… you are using the term assignment but assignment has a different connotation this year than it would have had three years ago for example

FL: for a moment let's forget that the History foundation module has a different format, and let's think about the assignment report form as we have been using, beside the section that this year is being used to mark for the portfolio tasks there is another section with all the different items such as "attention to task, analysis, structure" is still embedded in the form and it refers more to the essay type of assignment, do you feel that the form with all these items made a difference, do you think that it helps the students to improve?

T5: well it depends, I suppose the query I had here what we were trying to improve as we went on, if you know what I mean, it probably it tended to parallel or move left and right of the overall (? 15.45) and I am using the term assignment here in terms of what were their obligations and responsibilities of the students for submission into complete assignment one or assignment two. One thing that I am not 100% convinced that I think the comments can add, the summary comments right, but I am not so sure about the table that has this distinct value for students the thing is that it has so many components that you are doing the comments then the summary table then the grade and everything like this and with so many components that it is worthwhile having it there and…

FL: do you perceive them as separate components?

T5: from the essay?

FL: well I was looking at the form in itself, I am not actually looking at a portfolio, let's say you mark an essay when you are marking an essay you looking at the form and at the different components in the form do you see them as separate or do you see them as connected in some way?

T5: Oh I mean, you have to answer this immediately after, you have to fill this immediately after having read the materials simply because you have to try and make a view from applying all the other from having gone through it and where are the guidelines and you have made your summary comments and advice for the future and anything like that so I wouldn't consider it anything separate it cannot be done separately it has to be done really just immediately after you have completed all the other materials, so I mean, I regard it as it has to be done contemporaneously and simultaneously

FL: What elements of the form would you fill first, would it be the summary of performance table?

T5: Oh no, I would tend to do the numerical comments first, you know, where you go down and mark and then you make the summary comments and advice for the future and then fill the boxes

FL: So then the table should come as last?

T5: Oh yeah for me you are basically clarifying it as you go through the others in my view and then you fill it in.

FL: and if you were asked to be very specific and identify what were the pros and the cons of the form what would you say?

T5: I think to be honest we are dealing with students who are… studying is very difficult for a lot of them they need a lot of support they need an awful a lot of enthusiastic encouragement that they can achieve and I think for those who are, for those who submit who are not too sensitive that could be a very good one but I think one of the difficulties with the form from the visual side I think it is good for the students "I am doing good with the introduction, I am not doing so good with the footnotes" you know "I am not doing so great at analysis" and so on. You know in a sort of way it can be another way of seeing what the difficulty is

FL: Are you saying that the table is actually a good element, is this correct?

T5: Yeah I don't have major problems with it, you know, what I would say about the table is once taken away it would solve the problem… for the students to tend to get… and I must say

the standard would be higher this year with the application of the new system but previously when, let's say, you were trying to bring students up from an almost fail level, having all of those materials in the "weak" section can have a big… because it is the first thing that students see… they don't… the comments in the summary comments come after it and so visually it can have… it can be… quite an impact on the students, de-motivate low motivated students. They might not be interested in doing the course but from the point of view of … it is a stark statement and…

FL: And what about the other elements of the form, the summary comments, did you prefer one box for everything?

T5: well it doesn't really matter… what I would prefer would be to be able write my comments by hand on the margin, I feel you engage a little bit more, I feel it is almost like handing a manuscript in a library when you just have to leave a manuscript on a table and the computer is in front of you but you get used to it , you know…

FL: that is particularly for the annotated feedback you feel it was better before anyway…

T5: yes, different

FL: yes different, ok, and in terms of feedback comments do you ever refer to previous feedback comments when writing subsequent ones or do you feel that each commentary is separate?

T5: there are only two circumstances when I do that one when a student hasn't listened, let's say they are very weak students, and I go back and say "listen you need to look at this" but I am very conscious that when you say that… but the one with very good students, the ones in the middle I tend not to have to, there is always something new you need to pick up on and encourage to change, but certainly thinking back over the years I would tend to… one of the benefits of the old paper based system was, you tended to have… I always before I filled in I would always have a quick look at the comments I had previously made and I suppose you can sort of do that but you can weight down [21.57 unclear word] generally I wouldn't be aware, I would know when a student is going to give me a piece of paper, an essay from the previous marking, you know, what the comments are that I made and therefore I would reinforce the point but generally I would tend not to go back to the previous essays because what it is doing it is reinforcing a concept that either they didn't care enough to sort out or they didn't understand it or they can't really do this, so generally I tend to keep them in line with what is in front of me

FL: But if you feel that there is a repeated issue would you correct it every single time or referring to previous comments would be useful?

T5: Oh I suppose I would do that I was teaching a later history ones I would be inclined to do that but I really feel that one of my roles in the History one thing, and this is personal thing here, is to encourage people to stay on and that they will benefit in the long term and I am very conscious that the comments… the one thing that I always bear in mind is that this adult education and the people who are more sensitive to criticism… teenagers can take much more criticism but adults can't, and I am very conscious although you can never be sure about how it is going to go down I am very conscious of the fact that I don't want to turn negative, I want to keep people in so that in some respect it might make a big benefit to their lives ultimately like keeping them hanging in there

FL: So you are really say that it is about keeping a balance between giving advice and I suppose motivational comments

T5: Oh yeah

FL: I was just looking at the content of those feedback comments, do you feel as a history tutor that it would be appropriate to comment on skills or do you feel that your role is to comment mostly on content?

T5: oh to me you are commenting on "this is a good essay" "this is not" presentation "have you understood what you were asked to do?" and content is part of that and this is where you go back and the advice I would give to people at the very beginning is when you read something with a question, isolate the material that you want and when you read it don't re-read it all, just go back and revisit the significant points that you took out because... so it is really trying to get them to a frame of how to cope with the amount of information that is available to people who are historians and how to deal with it and answering the question at all times posing a question, posing a research question query a question so I don't emphasise... if I pick up something like a students... let's say... one of the things I generally try to do is "you didn't quote the module here today" "you should be quoting the module all the time" you know that sort of way so there are certain things that I would emphasise too but generally I wouldn't tend to be sort of focussing on content it is really generally to the benefit of history students that trying to cope with the foundation material and then with later material because when you get on to let's say history 4 with 19thcentury Ireland it is quite difficult, difficult in the sense that if you haven't developed the skills to cope with information and presentation and analysis at foundation level you are going to find it difficult to cope

FL: to what extent do you think tutors are responsible for students' lack of improvement?

T5: I have to say, my experience over three decades is that, you know, that you can take them to water but you can't take them to drink but I think you have to try and part of your experience should be to point at some areas that they should work on or they should develop they are good at they can build on for the next essay, you need to give the student a target for the next essay if turn and say "you did this essay very well you understood this very well you understand the period, keep it up " just that way, they need to be made feel like they are competent and they can achieve

FL: Just briefly to go over the different sections of the assignment report form: the summary comments, the advice for future assignments and the annotated feedback I would like to understand from you what you think is the function of the different sections and then what type of information you enter in the different sections, I would like to start with the summary of performance table, what do you think is its function?

T5: Now the summary of performance to me is to indicate what the general trust of performance was in the essay "You did well in AB or C but you would done much better if you had done..." you know "so for the next try to look at"

FL: so what type of information would you enter in the summary comments?

T5: It depends, it might be "Look at the footnotes" "you need to include quotations from historians" "You need to clarify your argument much more often" "you need to be aware of the key words" "you are not reflecting the strengths of your reading" a lot of things, for me the summary comments would be close to the old ones we used to do on the pages

FL: and do you link in any way the summary comments to the performance table?

T5: hold on a second there, the summary of comments table here...

FL: the summary comments are the descriptive part and then there is the actual table itself so you have the two

T5: ok I don't have it in front of me here let me understand the table…

FL: the table is where we have all the bands and you are just putting a tick

T5: oh that's ok

FL: then you have the summary comments which is the first box where you enter some comments but here I am trying to understand if you link in any way the comments that you have made in the summary comments with your evaluation in the summary of performance table.

T5: ok I would do the annotated feedback first then I do the summary comments then I go back to the box

FL: so perhaps you must find that it doesn't work for you to link the summary comments directly to the table?

T5: no what happens is, when I have written the summary comments I have a very quick look just having done that immediately bearing in mind that I am conscious here of the annotated feedback comments here when I fill in the table because I have reflected on the essay I have reflected on the student's needs I have reflected on the student's performance

FL: then the next section that you are asked to fill is the advice for future assignments and to a certain extent the summary comments and the advice for future assignments in the past were only in one box, now you are asked to separate them. What type of specific information would you enter?

T5: very simple information really and it is only really… I would try to say "you are really doing well keep going and …" however if there was a mechanical aspect here I would draw attention to it here just to be a little more conscious of the essay, trust of the essay, try to give them one or two things they can work on for the next essay

FL: and then the annotated feedback, it seems to be a very important part for you…

T5: It is but I generally find, I suppose, in essence I suppose now that I got used to it, it is the qualitative comments that I would put in the summary comments I feel these are the ones that have the most impact on the students I am very conscious I don't want to be too *penicaty*

FL: are you not going to be very specific in your comments then?

T5: ah yeah I want them to be worthwhile comments rather than having lots and lots of them so the students will note them instead of seeing there is so much here and he is picking at this he is picking at that

FL: and if we want to stand back from the whole thing do you think the form has changed in any way the way you provide feedback or you feel you are doing more or less the same thing as you were doing before?

T5: ah no it's different

FL: in what way?

T5: you are really asked to reflect on different components whereas before you were given, you were asked just, you were given just an aggregated advice as to what comments you might make now that is sort of broken down?

FL: is it better?

T5: Is it better? I actually had a look as I was clearing out some stuff there and in many ways the students will look at that I would say to me "I am very happy with what is there" but from my point of view it hasn't got the same concept of conversation that the previous one had for me where, you know, where there was a more extended, in a sense the personal element of the comment almost it has been, you know, with the table and the annotated comments you don't get the same kind of push for what you are assessing now it is much more structured and rather than taking what might be, what you feel it might be the elements arising from the essay which are unique to the student

FL: If I understand this correctly you are speaking of a more technical approach that we are taking with this form and which takes away the personal element that you think was there with a more holistic kind of approach to feedback

T5: yeah the previous one where you had a blank a kind of *tabula rasa* I suppose I felt, it has just occurred to me now really I probably felt I made a sense of engagement in a conversation with the students then through this particular one here. Now you are still working and analysing it and making it as consistent as possible with the work of the student but so from point of view it might be just a personal glitch there but I would have to say I correct elsewhere for other universities for Maynooth and stuff like that and there wouldn't be the same prerogative so what I would tend to do I would tend to engage with the student probably feel myself engaging more with the student in a sense when the assignments are there

FL: it is very interesting what you are saying as one of the things we are trying to do is to share more information with the students and what we were hoping is that to a certain extent this would facilitate dialogue, a pedagogical dialogue with the student, but what you are saying is that this is going in the opposite direction because it is emphasising the technical aspect of marking, do you feel that is accurate?

T5: Possibly yeah, it has just occurred to me now you are still trying to give the same quality of service

FL: if we are talking of service, yes

FL: very last question if you had to give some advice to a new tutor starting off with Oscail and having to mark essay, in relation to specific advice on feedback structure what would be the first thing that you would say would there be something they should look at?

T5: OK what I would suggest would be for an experienced tutors and a new tutors for them both to mark while sitting side by side and starting and explaining the process works, you see, it is not marking an essay, if you know what I mean, everything should be perfectly scaffold so basically an experienced tutor would sit there and say, right, here are the aims and objectives of the history course here is the material from the module here is the assignment for the student here are the guidelines here is the student essay now here is the assignment form but you know what I mean, you need to be aware of all of these things in a row rather than saying "here is an essay, correct this" so basically you are trying to make sure and go down, I would, I would go down through with a new tutor and there are the guidelines "what is your reaction

having read those, what would we be looking for? Would you be looking for everything, would you be looking for some of them?" and you know the question you were asking earlier on "what additional requirements, what advice would you tend to give to students that you think it would be important before you even start to read the essay?"

FL: well there is a difference there between requirements and guidelines…

T5: yes but you need the person to think what constitutes a good assignment, what you are going to be looking for, you know, but you try to keep it on the guidelines then you would correct it contemporaneously with the other person and see what grade and then go through the annotated comments are done, how the summary comments are done, advice for the future and filling of the table and then just compare the two and see how the process worked and see the difference for the new as well as the new person but I do think, not so much on the foundation because the foundation, with the online now, the large portfolio stuff, a student could pass almost if they just complete but when you come on to the other ones an essay is critically important aspect of the assessment of the student and for example one the things that the history students say to me is that sometimes the marks that I have given for some of the history modules tend to be a little lower than let's say some of the others and they say "this affects my grade on the BA" and you can see it from their point of view so one of the things I would do, one of the things I am involved with in my ordinary life, in my work life is advising teachers and I think it is important that you have to place things in context and give them work and sit with them and then give them encouragement and tell them "well that's good, that's good, that's good… move it this way here and there" because what people always want is the permission from someone that they are doing it the right way.

Chapter 10 (Context 2 –Phases 3-5) Appendices

School of Education Studies

BSc Education & Training (ET2) &

Diploma in Education & Training (DET)

Semester One

Curriculum Assessment

Module ES204 & ES222

Workbook

Lecturer: Francesca Lorenzi

Assessment Portfolio	Submission Date
Task 1a	Friday 7th November 2008
Task 2	Friday 28th November 2008
Task 1b	Friday 12th December 2008
Task 3	Friday 12th December 2008

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INTRODUCTION

Welcome to module ES204 & ES222 Curriculum Assessment

The aims of this module are:

- *Familiarise students with assessment approaches and strategies appropriate to a variety of organisational cultures*
- *Gain an understanding of assessment purposes and principles*
- *Inform students of the main accreditation systems available in Ireland and how they operate*
- *Inform students of assessment policies, techniques and instruments available for offering support for disabilities.*
- *Offer an historical overview of assessment policies and practices in Ireland and abroad.*

At the end of this module you should be able to:

- Understand the relationship between assessment and learning and curriculum and assessment
- Recognise and define different assessment types
- Understand the purpose of different forms of assessment in relation to learning and to society
- Discriminate between different grading and feedback theories and practices
- Exercise appropriate judgment in planning, designing and implementing a wide range of assessment strategies in order to meet the needs of specific learners' groups.
- Show an awareness of the specific needs of disabled students in relation to assessment and of the techniques and tools to best address them.

You will study this module over the next twelve weeks; you will have 11 lectures as well as some online support. The module is assessed exclusively by continuous assessment and the portfolio presented in this workbook accounts for 100% of module mark.

This module will be supported by a virtual learning environment called Moodle. Moodle can be accessed via an ordinary Web Browser (such as Internet Explorer or Netscape) at *http://moodle.dcu.ie*. When you log on to Moodle, you will be asked for your username and password. Please read this workbook carefully **before** starting your studies. Ensure that you meet the deadlines in the Course Schedule and keep in contact with your lecturer.

In addition, your fellow students in the discussion area should also be regarded as a resource. Other students may be able to answer your questions, while you should feel free to answer questions posed by other students.

Best wishes with your studies.

Francesca Lorenzi
Lecturer

Francesca.lorenzi@dcu.ie

It is our aim to ensure that the Learning & Teaching that you experience at DCU is of the highest possible quality. Here are some suggestions to help facilitate this.

- You **must** attend all lectures. The flexibility built into the timetable was designed is such away that you all have an opportunity to have a good work-life balance. The pay-off for this flexibility is that all students **must attend all lectures, workshops, and tutorials. You will be asked to sign attendance sheets for each class/seminar.**

- If you are absent you are requested to contact the Year Head/Co-ordinator and explain your non-attendance. If you are ill for more than 2 consecutive days you must produce a medical certificate.

- Be on time for all lectures. If there is a break given ensure you are back in time for the remainder of the lecture.

- Switch off all mobile phones during lecture time.

- Try to ensure that all your interactions within the group/class are respectful and dignified. Bullying or abusive behaviour will not be tolerated.

- Questions are an important part of Education, but if you have a question please ensure that it is related to the topic and relevant to the discussion. Also make sure that your questions do not take up too much teaching time, as you can talk to the Lecturer after the session.

- Lecturers/Markers cannot comment on results before the official publication of results by the Registry (through your portal page).

- Read the policies guidelines on Plagiarism and Deferrals outlined within this workbook.

- Any academic or class related issues should be addressed through your Class Representatives, who in turn will pass on to the Module Lecturer and in turn to the Year Head.

- When writing assignments please read each Brief carefully and seek clarification from the Module lecturer if required.

- Ensure that you refer to the academic conventions for referencing and other guidelines outlined in School of Education Studies Booklet. The style of the writing is subject to the guidelines in the Brief. For example, in a very personal essay discussing your own development etc, it is perfectly acceptable to use 'I', in the first person tense. Eg: *"The work of Kolb (1984) informed how I approach my own learning, and I am now beginning to understand his notion of 'abstract conceptualisation."* The aim is to be consistent. When writing an assignment for a more knowledge/content based module, it may be more appropriate to discus the issues in the in the 'third person', eg: *"LB Curzon (2003) discussed in his book Teaching in further education : an outline of principles and practice, that the work of Watson & Skinner were closely related."*

<u>Assessment and learning</u>: constructive alignment; validation of multiple forms of intelligence; formative value of assessment; the role of feedback, integrated assessment system, NFQ, Assessment and Bloom's Taxonomy

<u>Assessment definitions and descriptions</u>: terminology – norm and criterion referenced, continuous, summative, formative, diagnostic; competence; validity, reliability; formative feedback; feedback loop; feed-forward.

<u>Purposes and Audiences</u>: assessment as statement of achievement; assessment as an indicator of progress; assessment as learner empowerment; assessment as screening device; assessment motivations, assessment as accreditation on teaching and learning experience; assessment and student retention.

<u>Assessment methods & techniques</u>: examination of different types – written, practical, interview and oral assessment, observation, portfolios, projects, task and performance related strategies.

<u>History of Assessment</u>: examination of the origins of Irish examination driven assessment culture. Description and discussion of main assessment systems available in Ireland.

<u>Assessment and accreditation</u>: Accreditation systems, City and Guilds, NVQ and RSA.

<u>Equal Opportunities and Assessment:</u> concept of reasonable accommodation and its importance in understanding assessment techniques as they relate to people with special needs, including people with physical, sensory disabilities and specific learning disabilities.

Reading list

Black, P. (1998) Testing: Friend or Foe? Theory and Practice of Assessment and Testing, Falmer Press, London (particularly Chapter 4)

Clarke, S. (2005) Formative Assessment in Action, weaving the elements together, London, Hodder Murray

Coolahan, J. Irish Education: Its History and Structure,(1981) Institute of Public Administration, Dublin

Hanafin, J. (1997) Towards New Understandings: Assessment and the Theory of Multiple Intelligences, Cork, UCC

Hyland, A. (2000) Innovations in Assessment in Irish Education, Cork, UCC

Kelly, M.B. (1994) Can you Credit it? Implications of Accreditation for Learners and Groups in the Community Sector. Dublin, Combat Poverty Agency

Stenström M. and Laine K. (2006) Towards Good Practices for Practice-Oriented Assessment in European Vocational Education, Institute for Educational Research, University of Jyväskyla

Course schedule

No	Date	Topic	Lecturer	deadline	weight	marking	Assessment task
1	30th Sept	Assessment and learning Assessment and the curriculum Purpose of assessment	Francesca Lorenzi				
2	7th Oct	Assessment principles Fairness Validity Reliability Transparency	Francesca Lorenzi				
3	14th Oct	Types of assessment (1): Authentic assessment Blended assessment E-assessment	Francesca Lorenzi				
4	21st Oct	Assessment and Accreditation FETAC NCVA	Guest lecturer: Roisin Sweeney				
5	28th Oct	Assessment design workshop	Guest lecturer: Dr. Liam Boyle				
6	4th Nov	Types of Assessment (2): Practice-oriented assessment Performance assessment	Francesca Lorenzi	Fri 7th Nov 2008	20%	Peer marking	**Task1a**: Design an assessment activity Rationale (approx. 750 – 1000 words
7	11th Nov	Reading Week	No lectures				
8	18th Nov	Marking and feedback theory and practice	Francesca Lorenzi				
9	25th Nov	History of assessment theory and practice	Francesca Lorenzi	Fri 28th Nov 2008	20%	Double marking/ Peer marking	**Task2**: Provide anonymous evaluation and feedback to a fellow student
10	2nd Dec	Assessment in Ireland Junior Certificate LC & LCA Third Level	Francesca Lorenzi			Lecturer marked	
11	9th Dec	Assessment and Disability AHEAD Techniques and instruments	Justin Rami	Fri 12th Dec 2008	20% 40%	Lecturer marked	**Task3**: Self-assessment report **Task 1b**: Revised assessment activity on the basis of the feedback received from fellow student + explain changes or refute advice received by critically evaluating its validity
12	16th Dec	Module Review					

A note on Plagiarism

What is plagiarism?

Plagiarism is the presentation of another person's words, ideas, arguments, concepts or designs as your own. Plagiarism covers not only print, but also intellectual property rights which reside in all other media including software. Plagiarism is regarded as a very serious academic offence, similar to cheating in examinations and will attract penalties ranging from reduction in marks, failure in a module, or expulsion from the university.

Plagiarism includes, but is not limited to:

- *Inadequate referencing; reproducing (even with changes) work taken from books, journals, articles, TV or radio programmes, the Internet,*
- *Copying of another student's work, with or without his or her consent.*
- *Collusion, where two or more students collude to prepare and present an assessment or substantial part thereof, where the examiner has specified individual effort.*

Avoiding Plagiarism

To avoid plagiarism:

a) **Keep detailed notes** of everything you read, view or hear, and include a record of the bibliographical details (author, date, title, publisher etc). When making notes, keep a record of what are direct quotations and what are summaries or paraphrases in your own words.

b) **Give the source.** For every statement you make in your assignment, ask yourself how do you know this? Where did this information come from? Have I come to this conclusion myself, or did I read it somewhere else? Where ideas, opinions, or facts are taken from a book, journal, website or any other sources and paraphrased or summarised in your own words, you must **give the source** of these ideas, opinions, and facts at the relevant point in the text (it is not sufficient to provide a list of sources consulted at the end).

c) **Use your own words**. Use direct quotations sparingly and avoid copying lengthy passages. Remember to put quotation marks around any sentences or paragraphs copied from a book, journal, website or any other source; the source of the quotation should be accurately transcribed. If you have read the quotation in another text, you must cite the secondary text as well to indicate that you have not read the original text yourself.

d) **Use your own ideas** to critically evaluate the sources you have used. To obtain good marks you need to do more than collect together blocks of text quoting, paraphrasing or summarising the ideas of others together.

e) **Acknowledge** any assistance that has contributed to the assignment. Never present the work of a fellow student, former student, or any other person as your own work. If you have received assistance from others, this should be acknowledged in your text.

f) You may find the following websites to be useful sources of information on **how to avoid plagiarism**.

Purdue University Online Writing Lab:
http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

Department of Sociology University of Essex:
http://www.essex.ac.uk/sociology/resource_centre/plagiarism.shtm

If unsure always contact your lecturer for advice before submitting your assessed work.

Examples of Plagiarism

The following forms of plagiarism have been detected:

- A student downloaded an entire essay which had been put up on the Internet by a student in another university. This essay was not changed in any way.

- A student downloaded a number of documents from the Internet, including an essay available for purchase from a commercial website and cut and pasted different passages into an essay. There were no original words from the student.

- A student cut and pasted paragraphs from a recommended article into the essay without referencing or using quotation marks.

- Two students working together submitted assignments which contained virtually identical passages from a number of reports and documents.

RULES AND REGULATIONS PERTAINING TO ASSIGNMENTS

The following set of regulations relating to obtaining an extension to an assignment deadline and penalties for late submission were agreed at Programme Board level:

1.   A student seeking a deferral of an assignment/ exam must contact the Chairperson of the Programme Board (Carmel Mulcahy) one month before the date in question if possible but in any case at the latest 48 hours before the date. A deferral form must be filled and accompanied by relevant documentation; it must be signed (approved) by the Chairperson (Carmel Mulcahy) and then this is processed by the Faculty via the Registry.

2.   A standing committee of the Programme Board consisting of Chairperson and another member of academic staff will decide on such requests and notify students accordingly. Agreement to an extension/deferral will normally be given only on medical or other serious grounds but each case will be considered individually.

3.   Failure to present an assignment on the agreed due date or failure to attend an exam or presentation, skill demonstration, group essay etc, without completion of a deferral form will result in the student being recorded as absent.

4.   Students who fail to meet an assignment deadline and who have not been given an extension will be penalised 10% of the final mark given for that assignment for the first 24 hours and a further 10% for the second 24 hours etc. If the student does not present an Assignment or fails in these cases the student will have **three further attempts** to pass that assignment but will be unable to obtain a mark higher than a basic pass on that assignment.

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5.   **Regarding the** Cover Sheet**, students must pay particular attention to include all the details on page one of the sheet i.e., name, ID number, module code, title of paper, word length before submitting with assignments. Assignments will not be accepted without the signature of the students.**

6.   **One copy_of assignment, one Cover Sheet including signed declaration form to be submitted with each assignment. All Assignments should be left into the Assignment Box. (Located at end of corridor in School of Education Studies)** No assignments will be accepted in the *School Office* or collected from *DCU Reception.*

7.   **All students are must keep a** back-up electronic copy **of each assignment.**

8.   **In the case of all assignments, work more than 20% over the maximum word length for that particular assignment will not be accepted for examination and that submission of such work will therefore constitute a fail of that attempt at the assignment. To allow this rule to be enforced all assignments must be typed and include a** clear indication of the number of words **(not including Bibliography, References, or Appendices).**

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9.   Results will be available on your **portal page only** and no results will be given out by School Office. You will receive a feedback sheet for one of your assignments by the individual marker/tutor. This feedback is a general guide to show where you performed well and where you lost marks. After you have had your results you may contact the lecturer/marker in question to gain further feedback from any assignment or exam. This arrangement is negotiated between you and the lecturer and is subject to availability. It is also important to note that all grades are provisional until the External Examiner confirms them at the final Examination Boards in June 09.

Grade description

This grade description has been designed to apply to all written assignments on the Programmes offered by the School of Education Studies. Grade D (40%) represents a Pass while Grade E represents a Fail and the work must be re-submitted. Please note that where Grade E has been awarded the highest grade that can be achieved on re-submission is D. Four of the elements below are marked out of 15 marks - **Organisation, References, Relevance and Presentation**. The final element **Analysis** is marked out of 40

Grade	Organisation (Planning, Structure and Topic Development 15 Marks
Excellent	A logical and well planned structure providing an appropriate framework for the orderly development of the assignment.
Very Good	A well planned study which develops the discussion in a clearly defined framework appropriate to the topic.
Good	Appropriately organised structure including a clearly discerned line of argument or development of the topic.
Pass	A satisfactory organisational structure allowing for a reasonable development of the topic
Poor	Lacking an appropriate organisational framework and the full development of the topic under discussion

Grade	References 15 Marks (Use of reading, lecture input and reflection on personal experience)
Excellent	Skilled selection and synthesis of material drawn from lectures, tutor input, current sources and personal experience including critical evaluation of and appropriate quotation from this material
Very Good	Good selection and critical interpretation of a range of current sources including lecture inputs appropriate reading and personal experience
Good	Use of sufficient range of sources demonstrating familiarity with key texts, articles, lectures/seminars
Pass	Use of an adequate range of sources demonstrating reasonable knowledge of essential reading in the subject
Poor	Incomplete breadth of reading of relevant literature and inadequate use of lecture input and personal experience
Grade	Analysis 40 Marks (Identification, Understanding and Development of Key Elements, Themes and Issues in relation to the topic)
Excellent	Skilfully and carefully developed identification and analysis of the key elements, themes and issues in relation to the topic demonstrating evidence of critical and creative thinking
Very Good	Well developed interpretation and understanding of essential elements, themes and issues in relation to the topic
Good	Adequate appraisal and understanding of important elements, themes and issues in relation to the topic
Pass	Satisfactory demonstration of knowledge and understanding of the key elements, themes and issues in relation to the topic
Poor	Incomplete knowledge and understanding of the key elements, themes and issues in relation to the topic
Grade	Relevance 15 Marks (Relevant to the assignment given and linked to the needs and experience of the student)
Excellent	Intelligently linked to professional needs and experience and fully relevant to the topic under discussion
Very Good	Makes good use of personal and professional experience and maintains a strong degree of relevance to the given assignment
Good	Adequate application to professional and personal experience and reasonably relevant to the topic
Pass	Limited application of personal and professional experience and tendency to include irrelevant material
Poor	Linkage between assignment and professional experience incompletely developed and significant passages of no immediate relevance to the topic under discussion

Grade	Presentation 15 Marks (quality of writing, use of language, academic conventions, layout and design)
Excellent	Skillful and exact use of language, high quality presentation, and accurate applications of academic convention
Very Good	Well presented, fluent, readable and accurate
Good	Appropriately presented, ideas clearly communicated, use and accuracy of language satisfactory, academic conventions complied with adequately
Pass	Presentation satisfactory, reasonable clarity of expression and use of language, satisfactory use of academic conventions
Poor	Expression and presentation not of a minimum acceptable standard
Grade	Overall 100%
Excellent	Work of high quality combining extensive knowledge, in-depth analysis, excellent standard of presentation and evidence of critical, original and creative thinking

Very Good	Work of very good quality showing evidence of reading, reflection and careful planning and presentation
Good	Work of good quality, demonstrating an adequate level of knowledge and understanding with evidence of reading, reflection and a reasonable standard of presentation
Pass	Satisfactory work showing evidence of a reasonable level of understanding and knowledge, adequate reading and reflection and an acceptable level of presentation and language use
Poor	Work not of a level adequate to pass without satisfactory evidence of knowledge and understanding of relevant issues

Excellent	*Very Good*	*Good*	*Pass*	*Poor*
70-100%	*60-69%*	*50-59%*	*40-49%*	*0-39%*

Assessment Guidelines

- Assessments must be submitted on time and through the proper procedures.

- Students should read carefully the School of Education's policy on late submission.

- Students should ensure that there is written confirmation of the submission. This may involve signing off for the paper.

- All assignments should be typed.

- **Students should keep a copy of the assignment for their own records**. Papers cannot be returned to students, as they must be made available for the external examiner at the end of the academic year.

- All assignments must have a properly completed cover sheet. Copies of the cover sheet will be distributed at the beginning of the term.

- Each cover sheet should indicate the word count of the particular assignment.

Layout

Font	Times New Roman
Font Size	Body Copy: 12 Point
Spacing	Body Copy: Double (See References)
Margins	Left Justify. For Quotations see separate section
Page Numbers	Centre Pagination
Binding	**Please staple all assignments on top left- hand corner. Please do not use binders or folders of any kind. You may place paper in an envelope for submission purposes if necessary.**
Title Page	This page should contain the following: Student Name, Student ID, Title of Paper, Name of Module, Name of lecturer to whom paper is submitted, date and word count.
References	References are included at end of the paper. Please note the correct format for references.

Final Check—Check for readability

It is a very good idea to set aside some time before the submission deadline for one last check—a check for readability—of your essay. In this final check of your pre-final submission draft, read your essay ensuring that your ideas are clearly expressed, that the arguments follow, that there is a logical progression throughout. Adjust anything that you feel interrupts the flow of the written word, and adjust anything you feel necessary to improve the written expression of your ideas and arguments.

Making the most of Moodle

For this module we are using Moodle to supplement lectures and give you the opportunity to exchange ideas with fellow students.
After each Lecture Powerpoint slides and a brief handout will be posted in Moodle. You will be able to download and save these documents on your computer.
Contributions in Moodle are not compulsory but you are strongly advised to take advantage of this means which can prove particularly useful for expanding your knowledge and asking questions.

The principles of effective online communication are basically the same as those which govern face-to-face interaction but because of the lack of visual and auditory cues, extra care is necessary to ensure that online discussions remain focused and courteous. The following (netiquette) guidelines are designed to overcome some of the communication difficulties that can arise on the net:

- Adhere to the same standards of behaviour that govern social interaction and group discussion in everyday life.
- Do not post any information that is unlawful. The normal laws of libel apply to postings to a discussion list as they do to any written material.
- Be courteous to your fellow participants.
- Do not expect instant responses to your postings. Remember that others may not agree with – or even care about – your passionate arguments.
- Do not use inappropriate or offensive language and avoid unnecessary confrontation. Do not post anything to other participants that you would not say to their face. If you disagree with someone, start by summarising what the other person has said so that it is clear that you are offering a considered response rather than launching a personal attack.
- Be aware that typing in ALL CAPITALS means you are shouting.
- Respect that each person will have a different level of computer expertise. Be forgiving of other people's mistakes. If you have expert knowledge, be prepared to share it.
- Remember that anyone registered for your module will be able to see your posting. Once you post a message, it is beyond your control. Anything posted to the discussion forum is a public comment that may be copied or forwarded elsewhere. If you want to 'speak' to a person privately, send them an email message.
- Respect confidentiality and the privacy of the other participants.
- Keep your communications to the point. Remember that some people may be paying high rates for Internet access. The longer it takes to read a message, the more it costs to read and the more likely you are to lose the reader. You will make life easier for everyone by sticking to the topic in hand and avoiding the use of unnecessary attachments.
- Present yourself in as favourable a light as possible by paying attention to presentation as well as content. Spelling errors and bad grammar detract from the quality of communication. Do not use 'txtspeak'.
- Do not use these forums as an advertisement facility.
- Remember the rules of copyright. If you copy a passage from a book or a magazine and include it in a message without acknowledging the source, you are probably violating someone's copyright.

Moodle Note - Personalising your Profile

You can edit your profile to provide information about you to your fellow students and lecturer. Make sure you do not provide personal information such as telephone numbers or addresses, unless you specifically wish this information to be available in a public forum. You may wish to personalise your messages by including a photograph or image. You can provide additional information about yourself by clicking on 'Edit Profile' and filling in the appropriate sections.

Task 1a: Design an assessment activity	
Submission date (by):	*Friday 7th November 2008*
Weight (out of overall module mark)	*20%*
Word count	*Approx. 1000 words + fill Annex 1 form*
Marking	*Peer marking*

Task Description

For this task you are required to design an assessment activity for a module of your choice.

The task is subdivided in three sub-tasks:

- **the description of the module** for which you are designing the assessment activity (fill form in Annex 1);
- **the design of the activity**. For this sub-task you provide a description of the activity (approx. 100 words), offer some guidance through written instructions (approx. 200 words) and set clearly specified assessment criteria (approx. 150 words) to be used by assessors and students as a reference.
- **The justification of your design choices** on the basis of the theoretical knowledge you have acquired this far (600 words).

This task is a draft submission of a final activity design. You will have the opportunity to revise your plan as a part of Task 1b. Task 1a and Task 1b will be marked separately. You will receive anonymous feedback on your assessment design by fellow students (Task 2) and for Task 1b you will be asked to revise your plan in response to the advice received through the feedback comments.

Task Objectives

The purpose of this activity is to apply the theory of assessment methods and curriculum alignment to a real life scenario. In your professional career you may be faced with a similar task or you may be asked to evaluate the effectiveness and efficiency of assessment activities set by others.

By attempting to set assessment activities for a module you should

- gain an awareness of the structured thinking that setting assessment activities requires.
- start to think about module objectives and how these can be met through an assessment activity that allows students to display evidence of their learning and knowledge.

Task Instructions

This task requires you to think carefully about the structure of the module you are designing for, its learning outcomes and the type of competence that you wish your students to display by carrying out this activity.

You need to ask yourself:

"*what are my students learning*?" and "*what they will be able to do as a result of studying for this module?*" and in the case of professionally oriented courses "*what level of performance they need to achieve in order to effectively function in their professional environment*?". The assessment activity you will design should allow your students to show evidence of their knowledge and ability to apply it to a specific environment.

First sub-task: background

Firstly you need to provide information on the course/module for which you are designing the activity. You will need to fill the template in Appendix 1 indicating the duration of the module the number of students taking the module and % contribution of the module to the overall qualification.

Some brief indication of the module syllabus is necessary. You can choose a module you are already familiar with, create a new module or look up existing modules from courses descriptions available from various sources on the web. You are not assessed on the quality of your syllabus design but on your ability to link the module syllabus that you choose with an assessment activity. Nevertheless, you should bear in mind that, if the module design is under-specified, you will find it more difficult to design a suitable assessment activity.

You will notice that the template in Annex 1 requires you to specify the level of the course. For detailed information on how to determine the level see the fan diagram available level descriptions available from the NFQ website

http://www.nfq.ie/nfq/en/frame_action/documents/DeterminationsfortheOutlineNFQ.pdf

You might also find it useful to check the following link: http://www.k-state.edu/assessment/slo/blooms.htm

In the module description form you will also find a blank box. In this box you can add any additional information that you feel may be helpful in defining your module.

While the descriptions refer to courses, modules part of course should match the descriptors for the particular level. The descriptors specified in this document should guide your decisions in terms of breadth of knowledge, competence and skills for the module you are designing assessment for.

Second sub-task: design

Once you have decided the level, duration of the course and an approximate number of the students taking this module you need to consider what form of assessment is going to offer the best of opportunity for your students to show their understanding. For instance for a professional course training chefs in pastry making an essay type assessment format is likely to show their theoretical knowledge but it will not give them the opportunity to apply their knowledge and skills to a professional scenario. In such a professional scenario, theoretical knowledge will not be sufficient to perform the task efficiently and effectively.

Another consideration is the current level of skills and knowledge of your students and the access to technology, should you wish to incorporate some blended element in your assessment activities. Finally, some consideration should also be given to the resources available (time, economic, staff, equipment, venues…) available for the organization and administration of your assessment activity.

This section should be organized in three sub-sections:

- **activity description**. The activity description you should give a brief outline of the structure and content of the activity.
- **instructions.** With the activity instructions you are giving information to your students on how to approach the task
- **assessment criteria.** With the assessment criteria you are communicating and clear and transparent information about how the students' work will be evaluated and what evidence they will need to produce in order to show their knowledge and skills.

Third sub-task: justification

In this section you are justifying your design choices.

You need to:

- relate your discussion to the core principles of validity, reliability, transparency and fairness.
- show to what extent and how the module learning objectives and the assessment outcomes have been aligned.

Also it would be advisable to attempt to foresee any potential problems in the administration of this assessment activity and in the students' response to the task to ensure that the activity that you are proposing is pedagogically worthwhile and that you have carefully considered the all the necessary resources for its delivery and administration.

Assessment criteria

Your assessment activity design should meet the following criteria:

For the assessment activity design:

- **A clearly specified link between module learning objectives and assessment criteria**. The activity you design should give students the opportunity to display the knowledge and skills that they are supposed to have acquired and developed through studying for this module. You should be able to provide an answer to the question: "*Is my assessment activity helping students to show understanding of the objectives of this module*?"
- **Clear activity instructions**. Your instructions should avoid ambiguous wording and clearly specify what students are expected to do to meet the activity objectives. You should be able to answer the question: *"Will my students know what they are expected to do?".*
- **Clear assessment criteria**
  Your goal should be helping students to *do well*.
  The specification of assessment criteria should maximize the students' chances to *do well*. You should be able to answer the question: *"Will my students know what does 'doing well' mean for this activity?"*

For the justification of your design choices:

In this section you should:

- **Show an awareness of the theoretical underpinnings of assessment design**. Some reference to core theory is necessary. While the short word-count does not allow for a detailed discussion you should show that your choice can be justifiable in theoretical terms
- **Explain why your students are likely to learn** and show evidence of learning through completing the activity you have designed.

In addition to the above please ensure that you are also referring to grade descriptions listed in this workbook.

Task 2: Mark and provide feedback to a fellow student	
Submission date (by):	**Friday 28th November 2008**
Weight (out of overall module mark)	**20%**
Word count	**Approx. 300 words per feedback sheet**
Marking	**Lecturer marking**

Task Description

For this task you are offering anonymous feedback to two fellow students. Using the attached form (Annex2) you will be commenting on the assessment activity submitted by a fellow student for Task 1a. You need to critically evaluate the effectiveness, efficiency and viability of the assessment activity designed by a fellow student and offer specific advice on how it can be improved.

This is a peer-assessment activity where the feedback and mark allocated by peers counts towards the module mark.

Task Objectives

Through this task you are gaining experience of marking and providing feedback to a fellow student. This task should help you to understand

- what constitutes useful/good feedback
- what information should be included in feedback comments in order to help learning progression.
- how the information is received by the comments' recipient and what impact structure, clarity and tone may have on how the feedback message is received.

Task Instructions

The lecturer will provide you with two assessment designs by fellow students.

You are required to:
- carefully read and evaluate the quality of the two activities you have received in terms of the assessment criteria specified for Task1a and general grading descriptors.
- provide feedback and an overall mark using the supplied form (Appendix 2). A separate form should be used for each activity. The form should be filled electronically. A downloadable copy will be available from Moodle.
- Return the filled forms to Francesca.lorenzi@dcu.ie no later than 28th November 2008. A hard copy including the cover sheet should also be left in the assignment box by the same date.

The details of fellow students will be removed. Your feedback will also remain anonymous. This should help you to be honest and accurate in your evaluation.

The same assessment activities will also be evaluated by another fellow student. The mark you will allocate to the activities you are evaluating will be averaged with the mark allocated by the other student. 20% of the feedback provided by peers will be

double-marked by your lecturer to ensure greater reliability. This may result in minor adjustments. The final mark for this activity will appear on your portal page only once the double-marking process has been completed.

As you are contributing to the final mark allocation it is essential that you carefully consider all elements and you clearly justify your decision in the feedback comments.

When providing feedback you should consider the following:

- The wording of your comments is very important. Honesty and accuracy need not to be harshly worded. It is important to praise any good aspect of the work produced by fellow students, but also to clearly point at areas in need of development.
- The goal of your feedback should be helping fellow students to perfect their assessment design. You need to carefully think about what type of information can be useful for this purpose.
- The overall mark should reflect the classification of various components in the summary of performance table. However, you should bear in mind that the overall grade it is not a mathematical average as some performance components may carry greater weight.
- A delay in submitting this task may result in a delay in receiving feedback for fellow students. It is essential that this task is submitted by the specified deadline.

Further information will be provided during the feedback and marking lecture/workshop.

Assessment criteria

You will be evaluated on the quality of your feedback provision to fellow students. The core criteria for the evaluation of your feedback provision:

- Clarity of the message communicated (organization of the information, consistency and logical sequencing and appropriateness of information entered in different sections)
- Usefulness of the information included in helping a fellow student to perfect the design.
- Grammatical correctness and neat presentation

In addition to the above please ensure that you are also referring to grade descriptions listed in this workbook.

<table>
<tr><td colspan="2">Task 1b: re-design an assessment activity and report on the changes</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>**Submission date (by):**</td><td>*Friday 12th December 2008*</td></tr>
<tr><td>**Weight (out of overall module mark)**</td><td>*40%*</td></tr>
<tr><td>**Word count**</td><td>*Approx. 1000 words + revised assessment activity*</td></tr>
<tr><td>**Marking**</td><td>*Lecturer marking*</td></tr>
</table>

Task Description

For this task you need to carefully read the feedback comments you have received from fellow students. This task comprises of three parts.

- Part one: **respond to the feedback** you have received (approx 500) and consider to what extent you agree with the suggestions made.
- Part two: include a **revised assessment activity**.
- Part three: provide a **brief explanation of the changes** you have made (approx. 500 words) and what motivated them.

Task Objectives

By completing this task you should be able to:

- critically evaluate your own work through responding to feedback received from others
- show a greater understanding of the theory of assessment design.

This activity should enable you to reflect not only on your own practice but also on the quality of feedback received. In a professional context you may be faced with a similar scenario where you may be asked to revise your plans or may feel that you need to critically defend and support your views.

Task Instructions

The most important element of this task is showing that there has been some progression in your understanding of assessment design theory.
This does not mean that you are required to completely re-draft your plans. If you feel that your initial draft was well thought out and presented and if you have also received feedback to support your design, it may be a matter of making only very small changes and to concentrate on framing more accurately your plans in terms of assessment theory. The following sub-tasks should be completed:

- **First sub-task: Response to feedback received**
  You will receive anonymous feedback from two fellow students. You may choose to agree and act upon the advice received or to refute it. In either case you need to respond and justify your decision. Your response should be grounded in the theoretical knowledge and professional experience that you have acquired so far. You can choose to write a combined response to the two feedback sheets you have received or to offer two separate answers. Your response/s should be approximately 500 words in total (approximately 1 page).

- **Second Sub-task: Assessment activity re-draft**

For this sub-task you are required to make changes to your initial draft in order to act upon the advice you have received through feedback comments and show greater understanding of assessment design theory.

As mentioned above, unless you think it is appropriate, you are not required to make radical changes. The goal of this activity is to fine-tune your plans and you need to carefully reflect on the pedagogical effectiveness but also on the efficiency (ie you need to think also of viability in terms of human, financial and time resources) of your activity in achieving the learning objectives you had set out in your module description.

It is assumed that your module description remains the same, therefore you do not need to change its description. However it is helpful to include a copy of the original module description with the revised assessment activity design.

- **Third sub-task: critical description of changes**

For this task you are providing a description of the changes you have made to your assessment activity design. The description is not a mere list of changes but it should create a discussion. Changes should be justified in terms of your enhanced understanding of assessment theory. You are also encouraged to refer to your professional experience to support your revised plan. Your critical description should be approximately 300 words (approximately 1 page).

Assessment criteria

For the response to feedback received:

In this section you should:

- **Critically engage with the advice received** by showing an awareness of the theoretical underpinnings of assessment design to either agree with or refute the advice received.

For the assessment activity design:

- **A clearly specified link between module learning objectives and assessment criteria**. The activity you design should give students the opportunity to display the knowledge and skills that they are supposed to have acquired and developed through studying for this module. You should be able to provide an answer to the question: "*Is my assessment activity helping students to show understanding of the objectives of this module*?"
- **Clear activity instructions**. Your instructions should avoid ambiguous wording and clearly specify what students are expected to do to meet the activity objectives.
  You should be able to answer the question: "Will my students know what they are expected to do?".
- **Clear assessment criteria**
  Your goal should be helping students to *do well*.

  The specification of assessment criteria should maximize the students' chances to *do well*. You should be able to answer the question: *"Will my students know what does 'doing well' mean for this activity?"*

For the justification of your design choices:

In this section you should:

- **Show an awareness of the theoretical underpinnings of assessment design**. Some reference to core theoretical is necessary. While the short word-count does not allow for a detailed discussion you should show that your choice can be justifiable in theoretical terms
- **Explain why your students are likely to learn** and show evidence of learning through completing the activity you have designed.

In addition to the above please ensure that you are also referring to grade descriptions listed in this workbook.

Task 3: Self- assessment	
Submission date (by):	**Friday 12th December 2008**
Word length	*There is no prescribed word length, but a minimum of 200 words per reflection sheet is expected.*
Weight (out of overall module mark)	*20%*
marking	**Lecturer marking**

Task Description

After completing each assessment activity you are asked to fill a self assessment form (Annex 3). The self assessment form comprises of three sections corresponding to three questions (1. what problems did I encounter in preparing this task? 2. What do I think I did well and why? 3. What have I learned from completing this activity).

Task Objectives

By completing this task you should become aware of your strengths and weakness. The self-assessment form is also a means to communicate on a one-to-one basis with your lecturer and it will allow you to express your point of view and engage in the assessment process.

Task Instructions

The self-assessment activity comprises of 3 reflection sheets on individual tasks and a final reflection on your learning experience for this module. It is essential that you are honest in filling this form and that you make a genuine attempt at trying to reflect on yourself as a learner.

- The reflection sheets are a tool to allow you to reflect on your learning.
- While you are not required to submit each reflection sheet individually you may choose to do so on an ongoing basis. However your final reflection submission should present a copy of each individual reflection sheet and a copy of the overall module reflection.
- It is always advisable to fill each reflection sheet immediately after completing tasks, when your thoughts are still fresh in your mind. While they will not be assessed until after the deadline for this task, by submitting them on a regular basis to your lecturer, you can establish a dialogue which can help in addressing difficulties you may be experiencing. Waiting to fill reflections for individual tasks at the very end of the module defeats the purpose of giving you the opportunity to reflect on an ongoing basis on your progress and on the difficulties you might encounter. Also, even if well crafted, retrospective reflections can be easily spotted and this is likely to impinge on the overall grading of this activity.

Assessment criteria

The main assessment criteria for this task is **evidence of engagement with the learning process**. This task should give you the opportunity to reflect on yourself as a learner and the assessment work you are required to produce.

Your answers to the self-assessment questions should be an honest reflection on both your progress and your difficulties. You are asked to reflect on the process of learning rather than simply of the content of this module. Therefore, it is important that you show how you relate to the content through the learning & assessment tasks.

While grammatical fluency is appreciated, you will not be marked down for inaccuracies. For this task, a certain degree of informality in your writing style is acceptable, provided that it doesn't impinge on clarity of the information communicated.

Module name[1]:	
Accreditation[2] : (if applicable)	
Level[3] (if applicable):	
ECTS credits : (if applicable)	
Duration:	
Approx no. students:	
Syllabus description:	
Learning outcomes:	

---

[1] In this box insert the name of the module you have chosen for designing an assessment activity.

[2] In this case the name of the Professional Body or Authority crediting the module should be entered.

[3] To establish the level you should refer to the NFQ descriptors.

Other information:	

Evaluation ref. no.[4]	Overall grade

Summary of Performance[5]

Assessment criteria	Bands					
	Excellent	Very Good	Good	Pass	Poor	
Activity design: Organisation (Planning, Structure and Topic Development) 30 Marks						**Tot.**
	30	24	18	12	6	
Constructive alignment						
Activity structure						
Clarity of activity instructions						
Specification of assessment criteria						
Justification (analysis) 40 marks						**Tot.**
	40	32	24	16	8	
Discussion coherence						
Theory awareness						
Learning promotion						
References 15 Marks						**Tot.**
	15	12	9	6	3	
Referencing/use of sources						
Presentation 15 Marks						**Tot.**
	15	12	9	6	3	
Grammatical fluency						
Activity presentation						

Summary Comments

ADVICE FOR PERFECTING ASSESSMENT DESIGN

Annotated Feedback [6]

1.
2.

---

[4] In this section enter the evaluation no. that you will receive from your lecturer

[5] This table indicates the performance categories achieved in selected components of the student's assignment, and is designed to indicate the main strengths and areas in need of improvement of the student's work.

[6] Comment entered in this section refer to specific aspects/section of the assessment design you are commenting on. A corresponding number should be entered on the margin of the assessment activity printout beside the section/paragraph you are commenting on

Self-Assessment Sheet 1: Task 1a

1. What problems did I encounter in preparing this task?

```



```

2. What did I do well and why?

```



```

3. Have I learned something new from completing this task?

```



```

Appendix 3 - Task 3: Self- assessment

Self-Assessment Sheet 1: Task 2

1. What problems did I encounter in preparing this task?

```
```

2. What did I do well and why?

```
```

3. Have I learned something new from completing this task?

```
```

Appendix 3 - Task 3: Self- assessment

Self-Assessment Sheet 1: Task 1b

1. What problems did I encounter in preparing this task?

2. What did I do well and why?

3. Have I learned something new from completing this task?

Appendix 3 - Task 3: Self- assessment

Self-Assessment Sheet 1: Overall reflection

1. Did you find the assessment structure of this module helpful in
   allowing you to apply knowledge?

```



```

2. If you were asked to change any of the tasks for this module, which
   one would you modify and why?

```



```

3. What was the most difficult task for you and why?

```



```

4. Do you think that you have learned something new by completing this
   module?

```



```

5. What advice would you give to new students taking this module?

Module ES222

Task 1A – Design an Assessment Activity
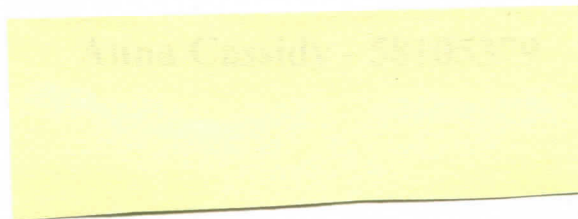
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Background

Appendix 1 – Task 1A : Design an Assessment Activity	
Module Name	MS Excel Excellence and Key Skills ... for Administration Staff
Accreditation	N/A
Level	N/A
ECTS Credits	N/A
Duration	1 Day (5 hours)
Approx No of Students	1-1 or in small groups of 4 or 5
Syllabus Description	This 1 day programme is designed to provide the key skills in MS Excel required by Administration Staff. Proficiency in these tasks will allow users to work efficiently in their job and provide them with the ability to complete many manual tasks using automated tools in Excel. A secondary aim is to ensure consistent skill levels across the organisation.

Limited or no previous Excel knowledge is required for this course, although the pace at which the course progresses and the need for further sessions will be determined by the users' current level.

Where the program is to be delivered in groups, the participants will be assessed in advance of training to ensure they are of similar ability. This is to ensure fairness to all participants, maximise learning potential and to ensure alignment between the learning outcomes and the assessment.

Where training is take place on a 1-1 level suitable facilities should be sought, away from their desk, so as the participant is |

	not interrupted during the session. The curriculum includes elements taken from standard basic and intermediate level MS Excel courses and understands that many students may not have previous formal Excel training and may be self taught. It also recognises that the current skill level of each student will differ.
Learning Outcomes	Formatting the Worksheet *Learners should be able to :* • Modify Column Width and Row Height using the Format menu or mouse • Use the Format Cells window (Number Tab) to apply Text, Number, Percentage and Date Formats • Demonstrate copying and clearing formats using the Format Painter and the Edit menu Excel Navigation & Shortcuts *Learners should be able to :* • Navigate and select cells using the keyboard • Demonstrate keyboard shortcuts such as :- Save, Copy, Cut, Paste, Home & End • Switch between open Workbooks and Applications

	List Management
	Learners should be able to : • Understand and define what a list is • Identify the key components and benefits of a list • Use and compare tools such as :- Sort, AutoFilter, Find & Replace Basic Calculations *Learners should be able to :* • Enter functions using the Function Wizard • Calculate totals using AutoSum on the Toolbar & the Status Bar • Copy formulas and recognize the difference between Relative & Absolute cell references VLookup *Learners should be able to :* • Understand the VLookup function, its syntax and its application • Use VLookup to compare 2 worksheet columns • Determine and apply supporting functions, which may be required such as :- Trim and Right

	Working with Large Worksheets
	Learners should be able to :
	- Split & Freeze Cells and Panes - Use Zoom to restrict worksheet view - Print large worksheets using features such as :- Scaling, Print Titles, Headers and Footers
	General
	Learners should be able to :
	- Email an Excel worksheet as an attachment - Identify and utilize the various key skills outlined above to solve a range of common tasks they may be asked to perform in the workplace.
Other Information	

Design

Activity Description

On completion of the course the student will be asked to complete two assessments. The first is to review the general knowledge learned, as many of the skills covered in the curriculum are simply one of a number of ways to complete a task. The second is to allow the student to bring together the various skills learned into a single complex activity, similar to one they will need to complete regularly as part of their work.

Although a mark will be given, these assessments are not designed to provide accreditation but to determine if further training is required and arrange follow up sessions as necessary.

Written Instructions

Task 1

Task 1 is a Multiple Choice Questionnaire. Read of each of the questions carefully and circle the letter of the answer you believe to be correct. If you wish to change an answer, cross out the incorrect answer and circle the new answer.

10 minutes are allocated to complete this task.

Task 2

This task brings together the various skills that have been covered in this session. Read the directions carefully and in full, noting which skills will be required to complete the task. These will then be discussed with the trainer. Once you are clear on the task to be completed please start the exercise. If you are unsure about any area of the task please ask questions and seek assistance before commencing.

The tutor will be on-hand during the task to provide help i.e. software problems etc. and answer questions on the steps outlined. However they will not be able to provide specific assistance on each task.

5 minutes will be allocated to read through the task with a further 5 minutes to discuss the task with the tutor. The tutor will assist with locating the files necessary to complete the task.

40 minutes are allocated to complete the task.

Ensure all work is saved regularly.

Assessment Criteria

For both Task 1 and Task 2 areas where any or all questions have been incorrectly answered will be reviewed with the student.

Task 1

There are ten questions in total with one point allocated to each correct answer. The areas tested are :-

- Excel Navigation & Shortcuts
- List Management
- Basic Calculations

Task 2

There are 20 questions in total with weighted marks for each question depending on its complexity. These are outlined in Table 1.0 below, grouped by question numbers. Total marks available are 46.

Question Number	Maximum Mark	Mark Requirements
1, 9, 10, 11, 12	1	Complete the task as outlined
2, 3, 4, 5, 6, 8, 13, 14, 17, 18	2	One mark awarded for partial completion of task
16, 20	3	One mark awarded for each of the three areas of the task.
7, 15, 19	5	One mark awarded for each of the five areas of the task.

Table 1.0

Justification

The assessments outlined in the Design section of this document are summative assessments, designed to provide the student with the confidence and motivation to use their new skills in a collective task that mimics a real life scenario and allows the trainer to evaluate the effectiveness of training, to determine if further training is required for any one student.

It is part of a range of assessments used throughout the course to ensure proficiency in a variety of skills and to help maximise the transfer of learning to the workplace . The first stage is a pre-assessment where the student is asked to rate their current knowledge on the curriculum. Obviously this is subjective but does allow the trainer to gauge the student's current level and, where group training is to take place, group students with similar skill levels together.

During the training, continuous assessment tasks are used to guide the student through their learning, helping to motivate them as they progress one step at a time. It also allows the trainer to evaluate the learning and determine if further explanation, demonstration and/or practice is required for any skill before progressing to the next.

The tasks chosen for the summative assessment were designed to satisfy the following criteria. Namely that they :-

- were constructively aligned to the learning outcomes

- were valid and reliable

- maximised and were aligned to the learning objectives as outlined in Blooms Taxonomy

The rational for ensuring Constructive Alignment (Biggs, 1999 cited in Engineering Subject Centre 2008) between the learning outcomes and the final assessment is to get students to take responsibility for their own learning and ensure they are not simply focused on the outcome of the assessment. Although the final assessments are marked and timed, they are criteria based, where marks are awarded according to how well students met the desired learning outcomes. Further training will take place for any areas where full marks are not obtained.

Furthermore, aligning the learning outcomes with multiple formative and summative assessments ensures consistency in the skill level obtained by each student and increases the validity and reliability of the assessment methods being used. With the learning outcomes and assessment criteria clearly defined up front and the final assessments directly related to the demonstration and practice sessions it can be considered that the assessment techniques are fair and reliable.

In Bloom's Taxonomy the practical skills of the curriculum are characteristic of the Psychomotor Domain. The outlined curriculum and continuous assessments bring the student through the level's of Observation, watching the tutor perform the task, Imitating, by repeating what the tutor has just done, Practicing, through performing small tasks on each of the topics, and Adapting, in the final practical assessment, to bring together the various skills learned into a single task.

In reference to Bloom's Taxonomy Cognitive Domain the Multiple Choice Questionnaire in the final assessment will demonstrate a students' progression through the Knowledge and Comprehension categories, where they are able to recall previously learned material. The practical assessment brings the student through the Application and Analysis categories where they are able to apply learned material in a new situation and demonstrate the

relationship between the various skills to solve a problem. (The Pennsylvania State University 2003-2007).

In summary the final assessments undertaken as part of the overall course curriculum allow the student to determine how well they have done, independent of other students and the bias and subjectivity of the marker or trainer. From the trainers perspective it consistently verifies the knowledge learned and allows further training sessions to be tailored as required.

Appendix I – Task 1

Multi Choice Questionnaire

1. Which of the following key combinations is used to copy selected data?
   a) CTRL + V
   b) CTRL + C
   c) ALT + X
   d) ALT + C

2. Which of the following key combinations are used to move to cell A1 on the worksheet?
   a) CTRL + A
   b) ALT + H
   c) CTRL + Home
   d) CTRL + ALT + Home

3. Which of the following key combinations is used to paste selected data?
   a) CTRL + V
   b) CTRL + P
   c) CTRL + ALT + V
   d) ALT + C

4. Which of the following statements best describes what occurs when the Delete (DEL) key on the keyboard is pressed?
   a) The contents of the workbook are deleted
   b) The selected cells are deleted
   c) The contents of selected worksheet are cleared
   d) The contents of the selected cells are cleared

5. Which of the following key combinations are used to switch between open workbooks?
   a) ALT + Tab
   b) CTRL + ALT + Tab
   c) CTRL + Tab
   d) Shift + Tab

6. Which of the following key combinations are used select cells to the left of the current cell in a worksheet?

   a) CTRL + Shift + L

   b) ALT + Shift + Left Arrow Key

   c) CTRL + Shift + Left Arrow Key

   d) CTRL + L

7. Which of the following should never be included in a list?

   a) A header row

   b) A blank column

   c) Percentage formats

   d) Blank cells

8. Which of the following options cannot be used when searching and replacing data

   a) Match Case

   b) Search entire workbook

   c) Search more than one workbook

   d) Search and replace all

9. Which of the following is not an absolute cell reference?

   a) $A$5:A80

   b) A$5:A80

   c) A1:A$80

   d) A1:A80

10. Which of the following is a relative cell reference?

   a) $G6:H55

   b) G6:$H55

   c) H5:H55

   d) H5:$H$55

Appendix II - Task 2

Practical Exercise

1. Open the file **PTSB.xls**.

2. Modify the width of all columns so that all data is visible.

3. Modify the height of the header row so that all data is visible.

4. Modify the format of column D to show the date in the format ddd mm yyyy.

5. Change the format of column K to show the Total Cost in the format €0,000.00

6. Use the Sum function to total column K.

7. Create a new column and enter a formula to take the last 6 digits of the chassis from column E.

8. Copy this formula to all cells in the new column.

9. Copy and paste the contents of this column to show the values only.

10. Open the file **Fortuna_Stock.xls**.

11. Select and copy the contents of Fortuna_Stock.xls in Sheet1 to Sheet2 in PTSB.xls.

12. Close the file Fortuna_Stock.xls and save the file PTSB.xls.

13. On Sheet 2 copy the format of the header row in columns A – D to all other header row cells

14. Sort the data on Sheet 2 in ascending order by the Chassis number column.

15. Create a new column and enter a formula to compare the contents of the Chassis column (column F) on Sheet 2 with the contents of the new column created on Sheet 1.

16. Apply the AutoFilter and filter the data in this new column to only show cells with the result of N/A.

17. Freeze the header row on Sheet 2 starting at row 1

18. Restrict the view of the Sheet 2 to show only columns A – M

19. Print the AutoFilter data on Sheet 2. Include the date at the bottom of the page and repeat the header row on each page printed.

20. Email a copy of the saved workbook to the tutor (email address will be provided by the tutor)

Reference List

Engineering Subject Centre (2008). Constructive Alignment - and why it is important to the learning process [online]. Available from:
http://www.engsc.ac.uk/er/theory/constructive_alignment.asp [Accessed 02 November 2008]

The Pennsylvania State University (2003-2007). Bloom's Taxonomy of Cognitive Objectives [online]. Available from: http://tlt.its.psu.edu/suggestions/research/Blooms_Taxonomy.shtml [Accessed on 24 October 2008]

Student Name:	
ID No:	
Evaluation ref. no.[5] 22	Overall grade 70%

I felt you have produced work of a high standard and you are receiving good advice from fellow students. I felt your activity description was particularly good as you gave a clear overview and included an explanation of the purpose of your assessment. However, when I read your justification I felt you were contradicting yourself. In the description you give the impression that your activity is formative, as it is a means for identifying further training needs and it is also an evaluative tool for the trainer. Yet in the justification you label it as a summative activity. Assessment may have a summative element used for formative purposes, and I think this is actually what you are doing. There is a quantifiable element in your assessment, but if the outcome is discussed with learners (as I understand you intend to do) and used as an opportunity for feedback (rather than accreditation) then the function of the assessment is formative.

I am not getting a clear idea of what is the threshold for acceptable performance. If the purpose is to identify further training needs, at what point do you decide what training needs individuals have? Is there a minimum acceptable level of performance that will allow you to decide that you are satisfied with what your students are able to do? Would you have different training opportunities tailored for different students on the basis of their needs or would there be a further training course that will assume that some specific levels of knowledge have been previously acquired?

Well done!

PLEASE NOTE: *THE EVALUATION BELOW IS **OVER 700** WORDS **LONG**. YOU ARE REQUIRED TO PROVIDE **300** WORDS. I HAVE PROVIDED EXTENSIVE ANNOTATED FEEDBACK BUT IN YOUR CASE IT IS NOT NECESSARY TO BE GIVE SUCH DETAIL. THE EXTENSIVE COMMENTARY I HAVE PROVIDED SERVES ONLY THE PURPOSE OF SHOWING YOU THE RANGE AND TYPE OF COMMENTS THAT CAN BE GIVEN.*

APPENDIX 2 – TASK 2: OFFER FEEDBACK TO A FELLOW STUDENT ON TASK 1A

Evaluation ref. no.[1] EVALUATION NO 22	Overall grade 69

SUMMARY OF PERFORMANCE[2]

Assessment Criteria	Bands					
	Excellent	Very Good	Good	Pass	Poor	
Activity design: Organisation (Planning, Structure and Topic Development) 30 Marks						Tot.
	30	24	18	12	6	20.8
Constructive alignment		23				
Activity structure		21				
Clarity of activity instructions			18			
Specification of assessment criteria		21				
Justification (analysis) 40 marks						Tot.
	40	32	24	16	8	25.4
Discussion coherence			23			
Theory awareness			24			
Learning promotion		29				
References 15 Marks						Tot.
	15	12	9	6	3	13
Referencing/use of sources	13					
Presentation 15 Marks						Tot.
	15	12	9	6	3	10
Grammatical fluency		11				
Activity presentation			9			

Summary Comments

Well done, your activity design is overall very good. Your activity description is clear and you have timed the tasks to ensure efficiency. However, the first issues I would address is that the constructive alignment in your assessments needs improvement

---

[1] In this section enter the evaluation no. that you will receive from your lecturer

[2] This table indicates the performance categories achieved in selected components of the student's assignment, and is designed to indicate the main strengths and areas in need of improvement of the student's work.

in terms of matching your Specific Learning Outcomes to the tasks assigned in your activity instruction in a more structured and clear manner. On observing your assessment criteria, it was quite clear to me that certain Specific Learning Outcomes were being critiqued, ie., Excel Navigation, List Management and Basic Calculations, but it wasn't until I referred to your appendices that I saw reference to your other S.L.O's. While your assessment criteria is laid out well in a table format, I found myself referring to the appendix in order to ascertain what question gets what points. Your justification is good overall and you have applied your theories in a knowledgeable fashion, you make reference to a needs analysis but this is not reflected in your assessment description or activity. I would also suggest that you give a little more detail in your reference to validity and fairness. Your overall presentation was good but you need to standardise your format.

ADVICE FOR PERFECTING ASSESSMENT DESIGN

I would suggest standardizing your font type, font size and line spacing. It can be distracting when it chops and changes.

Some improvement in the constructive alignment in terms of Specific Learning Outcomes and activity instruction is required.

I would suggest working the needs analysis into the assessment design.

ANNOTATED FEEDBACK

1. How many questions in the Multiple Choice Questionnaire?
2. Unclear if all Specific Learning Outcomes are being met in Task 1 and 2.
3. You have listed your tasks as being valid and reliable, but in what sense?

Evaluation ref. no.[1]	Overall grade
22	76

SUMMARY OF PERFORMANCE[2]

Assessment criteria	Excellent	Very Good	Good	Pass	Poor	
Bands						
Activity design: Organisation (Planning, Structure and Topic Development) 30 Marks						**Tot.**
	30	24	18	12	6	
Constructive alignment	30					
Activity structure	27					24
Clarity of activity instructions		21				
Specification of assessment criteria			18			
Justification (analysis) 40 marks						**Tot.**
	40	32	24	16	8	
Discussion coherence		28				28
Theory awareness		32				
Learning promotion			24			
References 15 Marks						**Tot.**
	15	12	9	6	3	
Referencing/use of sources		12				12
Presentation 15 Marks						**Tot.**
	15	12	9	6	3	
Grammatical fluency		11				12
Activity presentation	13					

Summary Comments

The assessor built in a needs analysis to gauge student ability to begin.

Learning outcomes are clear and can be assessed.
All learning outcomes were assessed.

The assessor clearly understands the issues in holding a practical assessment using computers and takes into consideration the environment and the resources required.

A supportive approach is evident in that the assessor is on hand to clarify the exam paper and technical help is on hand throughout.

The assessor chose a practical assessment to allow students showcase a practical skill against a relevant time frame.

The assessor demonstrates their knowledge of assessment theory through linking their assessment to Bloom's Taxonomy.

---

[1] In this section enter the evaluation no. that you will receive from your lecturer

[2] This table indicates the performance categories achieved in selected components of the student's assignment, and is designed to indicate the main strengths and areas in need of improvement of the student's work.

ADVICE FOR PERFECTING ASSESSMENT DESIGN

Some points for consideration and possible suggestions outlined below.

Activity description
Are computers provided or will students bring their own laptops to the exam?
Will all students be using the same version of excel?
Are students with diverse needs accommodated for in this exam for example will a larger font size on the exam paper and on the computer be provided for those with a visual impairment?

Written instructions
Should all multiple-choice questions be answered?
Is there only one correct answer and what happens if the student considers two to be correct and indicates both?
What happens if a student experiences technical problems? Do they receive extra time?

Assessment Criteria
These state incorrect answers will be reviewed with the student.
This could state in what context and will the student sit a repeat assessment?
In some cases the allocation of marks on the table does not match the number of areas to be marked in the matching question on the exam paper.

Tasks 1 and 2
Could task instructions be repeated preceding each assessment for the benefit of the student? For example "answer all multiple choice questions…" and "follow the instructions in chronological order and save your work regularly".

Multiple-choice questions 1, 3 and 4 are not specific to excel - would a formative assessment gauge student ability early in the course and allow summative assessments to cover excel material only? If these are included as a lead into the assessment to instil confidence this shows a good understanding of different approaches to assessment.

Annotated Feedback [3]

1) Avoid use of "i.e." and "etc." forms of shorthand.

2) In mentioning the "bias and subjectivity of the marker" is the assessor assuming that bias and subjectivity exists and can this be addressed?

---

[3]Comment entered in this section refer to specific aspects/section of the assessment design you are commenting on. A corresponding number should be entered on the margin of the assessment activity printout beside the section/paragraph you are commenting on

Module ES222 - Task 1B

Re-design an assessment activity and report on the changes
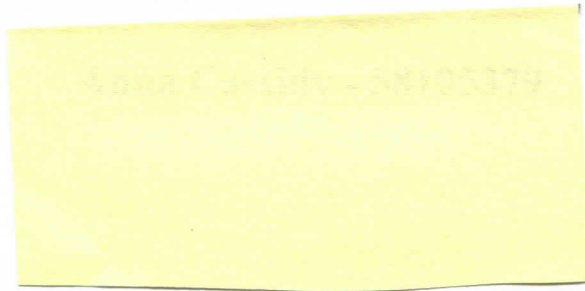
Design

Activity Description

On completion of the course the student will be asked to complete two assessments. The first is to review the general knowledge learned, as many of the skills covered in the curriculum are simply one of a number of ways to complete a task. The second is to allow the student to bring together the various skills learned into a single complex activity, similar to one they will need to complete regularly as part of their work.

Although a mark will be given, these assessments are not designed to provide accreditation but to determine if further training is required and arrange follow up sessions as necessary. All incorrect answers will be reviewed with the student on a 1-1 basis. Where an overall mark lower than 80% is achieved, further 1-1 training will be arranged.

Written Instructions

Task 1

Task 1 is a Multiple Choice Questionnaire (10 questions). Read of each of the questions carefully and circle the letter of the answer you believe to be correct. If you wish to change an answer, cross out the incorrect answer and circle the new answer. Only one answer should be circled.

10 minutes are allocated to complete this task.

Task 2

Read the directions carefully (5 minutes) and in full, noting which skills will be required to complete the task. These will then be discussed with the trainer (5 minutes). Once you

are clear on the task to be completed please start the exercise (40 minutes). If you are unsure about any area of the task please ask questions and seek assistance before commencing.

The tutor will be on-hand during the task to provide help (such as software problems) and answer questions on the steps outlined. However they will not be able to provide specific assistance on each task. The tutor will assist with locating the files necessary to complete the task.

All resources (computer, software) required to complete the task will be provided and will suitable to the students individual needs.

Ensure all work is saved regularly.

Assessment Criteria

For both Task 1 and Task 2 questions that have been incorrectly answered will be reviewed with the student on a 1-1 basis.

Task 1

There are ten questions in total with one point allocated to each correct answer. Where multiple answers are circled the question will be marked as incorrect. The areas tested are:-

- Excel Navigation & Keyboard Shortcuts
- List Management
- Search and Replace
- Relative and Absolute Cell Referencing

Task 2

There are 20 questions in total with weighted marks for each question depending on its complexity as outlined in Table 1.0 below. Maximum scores are given in brackets after each question. Total marks available are 43.

Maximum Mark	Mark Requirements
1	Complete the task as outlined
2	One mark awarded for partial completion of task
3	One mark awarded for each of the three areas of the task.
5	One mark awarded for each of the five areas of the task.

Table 1.0

If technical difficulties are experienced the student should notify the teacher immediately and time any lost will be taken into consideration.

Respond to the feedback

Scores given for the area of Constructive Alignment differed between the two markers (23 against 30). The 30 point marker noted in their Summary Comments that 'all learning outcomes were addressed'. The 23 point marker noted that in the Assessment Criteria it was clear that certain learning outcomes were addressed (and these were listed as Excel Navigation, List Management and Basic Calculations, taken from Task 1) but that upon review of the appendices they noted other learning outcomes. As they did not give an example of what these were I was unsure what they meant, and if it applied to Task 1 or Task 2. Reviewing my assessment criteria I believe the problem lay in Task 1. The three areas that I listed for assessment in this task did not fully address all questions, such as the task of searching and replacing.

In the 'Assessment Criteria' section one marker noted that the allocation of marks for Task 2 did always match the number of areas tested. I have reviewed and rectified this. The second marker commented that they needed constant reference to the questions in the appendix to determine which question got which mark. I agree this is difficult to read and have made changes.

One marker noted that I made reference to a needs analysis in my justification and highlighted that it was not included in the activity description or activity. I feel that my justification clearly stated that the activity designed was part of an overall assessment program for the course and that the needs analysis would be done at the beginning, prior to course commencement. As it was not part of the designed activity I did not include it. The other marker positively noted this in their Summary Comments.

Another area where the two markers differed was Theory Awareness (a score of 24 against 32). The lower marker indicated that further reasoning for how the assessment

was valid and reliable needed to be included and I have reviewed this section to provide additional clarity.

Feedback given by the higher marker in the 'Advice for Perfecting Assessment Design' section was clear and highlighted areas that I have failed to address in my assessment design. Areas under review included provision of resources, clarification on the multiple choice questionnaire, the context in which a review will take place with the student and the need for a repeat exam.

In Annotated Feedback one marker questioned if there was an assumption of 'bias and subjectivity of the marker' as described in the 'Justification' section. As this is always possible with any assessment I believe the assignment described and the assessment criteria provide the best possible means to eliminate this, by providing clear and objective marking criteria.

One marker noted that the some of the multiple choice questions were not specific to Excel and perhaps these would be better assessed formatively. Although not specific to Excel I felt that as they were included as part of the learning outcomes it was necessary to ensure the student had learned these skills as they would be used and applied in a much wider context.

Brief explanation of the changes

Advice on providing more detail in the Activity Description included provision of resources and tools needed for students with diverse needs and how technical difficulties would be handled. These were areas that I had simply overlooked and have now addressed in the Activity Design, Description and Assessment Criteria sections.

One marker noted that it was unclear how incorrect answers would be reviewed with the student and if the student would sit a repeat exam. In the 'Activity Description' I had already commented the assessment was not to provide accreditation but to gauge future training requirements. I have however clarified that the review of incorrect answers and future training needs will take place on a 1-1 basis.

The Written Instructions for Task 1 did not specify if all questions should be answered and how it would be marked if more than one answer was indicated. I see how this would be confusing for the student and have clarified this in my Written Instructions and Assessment Criteria for Task 1.

Although the written instructions would have been available to the student when completing the assessment, I agreed with the suggestion to include the basic written instructions (save work regularly etc) at the top of each Task and have made this change, to provide clarity to the student.

I agreed that the Assessment Criteria listed for Task 1 did not match the actual task and I have changed the list of areas tested to ensure all questions are included. Another suggestion to include the number of questions in the multiple choice questionnaire, in the assessment criteria was accepted and made.

In response to how the maximum possible marks for each question in Task 2 were communicated, I changed the layout so that the maximum possible score was shown beside each question in the appendix. This makes it easier for the student and marker to follow. Details of how they are weighted and the maximum overall score possible are detailed in the 'Assessment Criteria' section.

Further reasoning on how the assessment was valid and reliable has been given in the 'Justification' section.

Advice was given to review font and line spacing consistency. Upon examination of my document I noted that the Table of Contents and Appendix 1 do differ from the main body of text. Although we had discussed this in class as being acceptable, I understand how it presents difficulties to the reader and have changed it to match the rest of the document.

Further comments provided as part of the overall grade for Task 1A included clarifying if the assessment task was formative or summative. Realising that I had indeed contradicted myself in the original work and misunderstood that a summative task could have a formative value I have made updates to the justification. In summary I have clarified that the assessment, although summative to the course, has a formative value as it is intended to identify further training needs.

Also further clarity on what is an acceptable level of performance has been added to the Activity Description

Module ES222 - Task 2

Mark and provide feedback to a fellow student

Evaluation ref. no.[1]	Overall grade
EVALUATION NO 18	59

SUMMARY OF PERFORMANCE[2]

Assessment criteria	Bands					
	Excellent	Very Good	Good	Pass	Poor	
Activity design: Organisation (Planning, Structure and Topic Development) 30 Marks						**Tot.**
	30	24	18	12	6	
Constructive alignment			16			
Activity structure	26					23
Clarity of activity instructions	25					
Specification of assessment criteria		24				
Justification (analysis) 40 marks						**Tot.**
	40	32	24	16	8	
Discussion coherence					8	
Theory awareness					8	11
Learning promotion				16		
References 15 Marks						**Tot.**
	15	12	9	6	3	12
Referencing/use of sources		12				
Presentation 15 Marks						**Tot.**
	15	12	9	6	3	
Grammatical fluency		12				13
Activity presentation	15					

Summary Comments

As reflected in the marks above the quality of the activity structure, the task description and the appendices were excellent. The overall presentation and its clarity could not be faulted.

The low marks for the Justification section are based on the misinterpretation of Blooms Taxonomy and the over referencing to other assessments that would take place. I have made further comments in the annotated feedback section.

The advice section provides information on how to achieve better constructive alignment.

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[1] In this section enter the evaluation no. that you will receive from your lecturer

[2] This table indicates the performance categories achieved in selected components of the student's assignment, and is designed to indicate the main strengths and areas in need of improvement of the student's work.

ADVICE FOR PERFECTING ASSESSMENT DESIGN

In the Learning Outcomes the use of words and phrases such as 'gain an appreciation' or 'to know about' are too broad. Active verbs should be used in their place as this would ensure better constructive alignment. An example would be 'to describe and differentiate the equipment and attire used in golf'.

In the Activity Description there is a slight mismatch between the words and phrases used in the Learning Outcomes. Although I would assume learning outcomes around knowledge of equipment and clothing, basic terms and rules and correction of errors would be part of a skills demonstration, they are not explicitly stated.

ANNOTATED FEEDBACK

1. Instructions were very clear and I did not feel the need to refer to the appendices at this stage.
2. Some Appendices were incorrectly cited or missing i.e. Task 2a.
3. The criteria should have made a separate mention to the marking sheets in Appendices 2a, 3a and 4.
4. Honey and Mumford cited but not included in reference list.
5. In the Justification section contains a detailed discussion on the other assessments that would take place as part of the training. Although these needed to be mentioned in relation to this activity, the primary objective of the section was to justify your design choices of the activity design.
6. Blooms Taxonomy refers to the level of learning the assessment hopes to measure. That is, does the assessment aim to demonstrate the ability to evaluate or analyze, or does it merely ask the student to demonstrate knowledge and/or a comprehension? Areas of the skills demonstration that can be applied to the Blooms Cognitive Domain are knowledge of which clubs to use, clothes to wear, a comprehension of the rules etc.
7. References and Bibliography sections should be separate entities

Evaluation ref. no.[1]	Overall grade
EVALUATION NO 17	72

SUMMARY OF PERFORMANCE[2]

Assessment criteria	Bands					
	Excellent	Very Good	Good	Pass	Poor	
Activity design: Organisation (Planning, Structure and Topic Development) 30 Marks						**Tot.**
	30	24	18	12	6	
Constructive alignment			18			
Activity structure	26					**20.5**
Clarity of activity instructions		20				
Specification of assessment criteria			18			
Justification (analysis) 40 marks						**Tot.**
	40	32	24	16	8	
Discussion coherence		30				**28.6**
Theory awareness		32				
Learning promotion			24			
References 15 Marks						**Tot.**
	15	12	9	6	3	**9**
Referencing/use of sources			9			
Presentation 15 Marks						**Tot.**
	15	12	9	6	3	
Grammatical fluency	14					**14**
Activity presentation	14					

Summary Comments

As you can see from the above marks the assignment overall was very well presented with a clear syllabus description, activity structure and well defined learning outcomes, using a good range of active verbs.

In the Advice Section I have suggested some areas for review around who was to grade the assessment and the target audience of the Assessment Criteria. A constructive alignment review on a number of the questions in the assessment is also advised.

A question on the extent of learning promotion (commented in the Annotated Feedback) and minor issues around referencing bought down the marks in these sections.

---

[1] In this section enter the evaluation no. that you will receive from your lecturer

[2] This table indicates the performance categories achieved in selected components of the student's assignment, and is designed to indicate the main strengths and areas in need of improvement of the student's work.

ADVICE FOR PERFECTING ASSESSMENT DESIGN

15 out of the 20 questions were noted as mandatory for passing the assessment. Is this via self assessment of the students during the review stage or graded by the teacher. If so, would the assessment be returned to the student for completion during the group review?

Although the assessment criteria were well written and presented it was worded towards the assessor and not the student. In particular paragraph 2 did not answer the question 'Will my students know what does 'doing well' mean for this activity? as outlined in the assignment brief.

I was unsure how the Learning Outcome 'List the general needs for courses at DCU' was constructively aligned with the questions in the assessment. In particular, I was unsure if this contained the answers to questions 3, 5 and 8.
- Q3 and Q5 ask about how to apply to university
- Q8 asks about the various Faculties in DCU

ANNOTATED FEEDBACK

1. In citing Blooms Taxonomy there is no reference to which Domain the text refers. It implies the first 3 stages of the Cognitive Domain but it does not explicitly state this or indicate which level is targeted i.e. levels 1-3 (lower ordering thinking).
2. Would the assessment questions themselves encourage reflection by the student on their own choice of subjects and to weigh up their 3rd level options?
3. Although the argument is well developed around fairness to the students on how the assessment is delivered it does not address how the assessment criteria and marking work toward fairness.
4. Online sources do not match Harvard Standard. They are missing the text '[Online]' and 'Available from :'
5. Minor typo.

Module ES222 - Task 3

Self- assessment
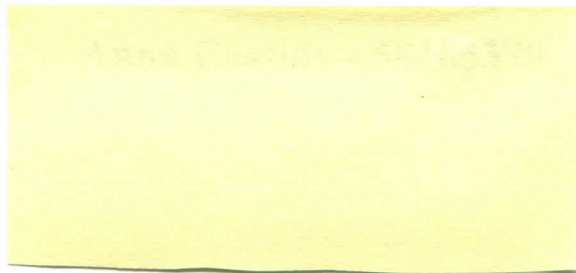
Self-Assessment Sheet 1: Task 1a

1. What problems did I encounter in preparing this task?

Once an assessment activity had been chosen, the task of completing 1A seemed to be relatively simple. However, putting together a concise and coherent thought process on the rational for the assessment, ensuring learning objectives aligned with learning outcomes and developing fair and reliable assessment criteria all proved to be much tougher and challenging than expected.

Overall I underestimated at the start the time it would take to put together and revise.

2. What did I do well and why?

I felt that the learning outcomes were particularly well put together – in part thanks to the verbs in blooms taxonomy and following the recent workshop, given by Dr. Liam Boyle of University of Limerick. I was able to understand the need to use active verbs rather than general statements such as 'demonstrate' rather than 'understand'.

3. Have I learned something new from completing this task?

Alignment of learning outcomes and assessment criteria is difficult, unlikely to be perfect first time, and requires appropriate time to be dedicated to it.

Also designing fair and reliable assessment criteria is demanding, especially when you take into consideration not only the current students but also possible future students such as those with disabilities. I feel this is something that will become much easier with experience.

Self-Assessment Sheet 1: Task 2

1. What problems did I encounter in preparing this task?

On initial read through I was able to identify a number of areas for comment where I was confident of being correct in my response. However some areas led me to question my own understanding of the assignment and knowledge and I had to review the material (assignment description and course notes) to ensure that what I was saying was correct.

Providing a positive slant on a low mark was very difficult and I had to re-write what I had said several times. Also I wanted to make sure that all marks that I provided had some reflection in the feedback provided, which took several reviews and was very difficult given the low word count we needed to provide. I felt I could have provided further guidance if the word count had allowed.

2. What did I do well and why?

I felt I was fair and honest in the feedback I provided. Having a limit on the number of words to write helped put clarity and focus on what I was trying to say – although, as already mentioned, this did provide its own difficulties.

3. Have I learned something new from completing this task?

Don't underestimate the time it takes to provide quality feedback – and the impact that it can have, both positive and negative on the student.

Self-Assessment Sheet 1: Task 1b

1. What problems did I encounter in preparing this task?

Where the scores given by markers, and their comments, differed greatly it was often difficult to determine which response was correct. It took several reads to decide which I felt was most appropriate – of course this does not mean that I am correct.

Some comments seemed vague and required a number of reviews of the original work to determine where the problem lay, and if I agreed with the issue raised. I believe it was due in part to the limited word count available for the feedback – which I myself found difficult to keep to when reviewing other people's work.

2. What did I do well and why?

I believe I took on board the comments made, in an impartial way and was able to submit a well completed assessment design.

3. Have I learned something new from completing this task?

Reading and understanding feedback is as difficult as writing it. It is easy to see why feedback is usually ignored as there is a lot of effort required to interpret, digest and respond to the feedback, without feeling negative about the original piece of work. The need to provide an updated assessment helps to keep you focused.

Self-Assessment Sheet 1: Overall Reflection

1. Did you find the assessment structure of this module helpful in allowing you to apply knowledge?

> I thoroughly enjoyed the assignments for this module. I felt they helped me learn much more than simple theoretical knowledge, which can often be difficult to apply in the real world. I felt Task 1a helped me learn more about what makes a good assessment and improve upon what I may ordinarily do in my workplace. Task 2 pushed the boundaries and provided real learning while Task 1b brought me back within a comfort zone.

2. If you were asked to change any of the tasks for this module, which one would you modify and why?

> The word count for Task 2 was low (300 words) – which on one hand made it difficult to provide detailed feedback but on the other helped to keep the feedback 'to the point'. I would however suggest increasing this to 400 – 500 words.

3. What was the most difficult task for you and why?

> Task 2 pushed my comfort zone and challenged me to be critically objective – something that is not the norm for me. However I felt I personally learned more from this assignment than the other 2 because of the impact I was having on other people. It also made me reflect on my own assignment 1a and hence the feedback I received from others was generally expected rather than a shock.

4. Do you think that you have learned something new by completing this module?

Definitely. I have now become more critical of constructive alignment in programs that I deliver and feel more confident about defending the rational for changes to these programs. I am also more self-assured about providing feedback to students as I see the positive benefits good feedback brings.

5. What advice would you give to new students taking this module?

Don't underestimate the time it takes to prepare Task 1a.

Student Name:	
ID No:	
Evaluation ref. no.[5] 22	Overall grade 70%

I felt you have produced work of a high standard and you are receiving good advice from fellow students. I felt your activity description was particularly good as you gave a clear overview and included an explanation of the purpose of your assessment. However, when I read your justification I felt you were contradicting yourself. In the description you give the impression that your activity is formative, as it is a means for identifying further training needs and it is also an evaluative tool for the trainer. Yet in the justification you label it as a summative activity. Assessment may have a summative element used for formative purposes, and I think this is actually what you are doing. There is a quantifiable element in your assessment, but if the outcome is discussed with learners (as I understand you intend to do) and used as an opportunity for feedback (rather than accreditation) then the function of the assessment is formative.

I am not getting a clear idea of what is the threshold for acceptable performance. If the purpose is to identify further training needs, at what point do you decide what training needs individuals have? Is there a minimum acceptable level of performance that will allow you to decide that you are satisfied with what your students are able to do? Would you have different training opportunities tailored for different students on the basis of their needs or would there be a further training course that will assume that some specific levels of knowledge have been previously acquired?

Well done!

	Overall grade
	77%

SUMMARY OF PERFORMANCE[22]

Assessment criteria	Bands					
	Excellent	Very Good	Good	Pass	Poor	
						Tot.
	25	20	15	10	5	18
Marking effectiveness		18				
						Tot.
	40	32	24	16	8	34
Feedback quality	34					
						Tot.
	20	16	12	8	4	16
Structure		16				
						Tot.
	15	12	9	6	3	9
Presentation			9			

Summary Comments

Hello
Another excellent submission from you! Well done! While I felt that your marking was a little too generous at the upper end of marking spectrum, you were extremely accurate in relation to evaluation 18.
Your feedback comments are positively worded and specific. You use feedback as a teaching tool and, for this reason, I felt that they were very high in formative value.
I would suggest de-emphasizing marking by avoiding expressions such as "The low marks for…"
As we discussed at the lectures, far too much emphasis is placed on the mark and the assessor is in a powerful position, which often negatively affects the teaching and learning relationship.
I have indicated a minor grammatical issue with the use of apostrophe for forming possessives. (ie "Bloom's" instead of "Blooms"). This seems to be a recurrent issue. You might find it useful to check http://owl.english.purdue.edu/handouts/grammar/g_apost.html.

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[22] This table indic   performance categories achieved in selected components of the student's assignment, an   ' to indicate the main strengths and areas in need of improvement of the student's wc

Overall grade
74

SUMMARY OF PERFORMANCE

Assessment criteria	Bands					
	Excellent	Very Good	Good	Pass	Poor	
Activity design: Organisation (Planning, Structure and Topic Development) 30 Marks						Tot.
		24	18	12	6	
						28
Response + explanation						Tot.
		32	24	16	8	28
		28				
References 15 Marks						Tot.
		12	9	6	3	6
				6		
Presentation 15 Marks						Tot.
		12	9	6	3	12
		12				

Task3

Overall grade
78

SUMMARY OF PERFORMANCE

Assessment criteria	Bands					
	Excellent	Very Good	Good	Pass	Poor	
Analysis 60 Marks						Tot.
		48	36	24	12	
		48				48
Relevance 20						Tot.
		16	12	8	4	14
		14				
Presentation 20 Marks						Tot.
		16	12	8	4	16
		16				

Dear Student,

The purpose of this study is to evaluate the effectiveness of the portfolio assessment method we used for Module ES204/Es222 Curriculum Assessment & Evaluation. We would like to get your opinions on the format of the module in enhancing the quality of the learning experience by providing practical experience of key assessment activities.

The focus of this research is only on the ASSESSMENT component (Lec: Justin Rami) of the module NOT the EVALUATION element.

It aims to establish whether this assessment format is suited to different student groups and whether the response to the assessment activity is influenced by various factors, such as previous learning experiences, professional experience and personal attitudes.

Arrangements will be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

*1. I have read the the 'purpose of this survey'and understand the information provided.

I am aware that my reflections and responses to a questionnaire may be anonymously quoted in School of Education Studies evaluations and Research-based papers.

I also confirm my that involvement in the Research Study is voluntary and there will be no penalty for withdrawing before all stages of the research have been completed.

○ Yes

○ No

Assessment Module - Survey 2009 (ES204/ES222)

✱ 2. Please select your class:

   ○   2nd Year Full time BSc Student study ES204 Curriculum Assessment & Evaluation

   ○   2nd Year (DET) Part time BSc Student study ES222 Curriculum Assessment & Evaluation

✱ 3. Please select your age category

   ○   18-23

   ○   24-30

   ○   31-45

   ○   45+

*4. Previous teaching/training experience

○ admin role connected to teaching /training

○ currently full time teacher/trainer

○ currently part time teacher/trainer

○ no experience as teacher/trainer (outside of this course)

○ voluntary experience as teacher/trainer

○ Other (please specify)

> [   ]

*5. Experience of Assessment in Education or Training (outside of this course)

○ experience only as a student / trainee undergoing an assessment

○ experience of designing assessments

○ no experience of assessment in education & training

○ marking / grading assessments

○ implementing / overseeing assessments

○ Other (please specify)

> [   ]

Assessment Module - Survey 2009 (ES204/ES222)

*6. Based on your knowledge of this module, as a student what would be your preferred mode of assessment and why?

☐ Portfolio assessment

☐ practice based assessment

☐ end of term/module/unit written exam

☐ series of smaller written exams

☐ end of term/module/unit written assignment

☐ series of smaller written assignments

☐ individual presentation

☐ group presentation

if mixture of above, (please specify, and explain reasons)

7. Express your level of agreement with the following statements;

	Strongly agree	Agree	Agree to some extent	Disagree to some extent	Disagree	Strongly disagree
The assessment portfolio for this module was well structured	○	○	○	○	○	○
I received sufficient support to tackle portfolio tasks by my lecturer	○	○	○	○	○	○
Portfolio assessment helped me to develop my assessment skills gradually	○	○	○	○	○	○
I would use portfolio assessment with my students in future	○	○	○	○	○	○
Designing an assessment activity was a useful activity for my professional development	○	○	○	○	○	○
I have a better appreciation of the value of assessment feedback	○	○	○	○	○	○
After undertaking this module I understand the role of all stakeholders in assessment policy and practice	○	○	○	○	○	○
The knowledge I have acquired in this module will influence my professional practice	○	○	○	○	○	○

8. Based on your knowledge of this module, as trainer / teacher / assessor what would be your preferred mode of assessment for YOUR trainees / students be and why?

☐   end of term/module/unit written exam

☐   series of smaller written exams

☐   end of term/module/unit written assignment

☐   portfolio assessment

☐   series of smaller written assignments

☐   individual presentation

☐   practice based assessment

☐   group presentation

☐   mixture of some of the above

if mix, which mix (please specify)

Assessment Module - Survey 2009 (ES204/ES222)

*9. Express your level of agreement with the following statements;

	Strongly agree	Agree	Disagree	Strongly Disagree
Assessment works best when it is ongoing, not episodic.	○	○	○	○
Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.	○	○	○	○
Through assessment, educators meet responsibilities to students and to the public.	○	○	○	○
Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.	○	○	○	○
Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	○	○	○	○
Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.	○	○	○	○
Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.	○	○	○	○
The assessment of student learning begins with educational values: We measure what is most important to our mission and goals.	○	○	○	○

which of these statements would you most agree with?

*10. Rate the usefulness of the portfolio tasks in developing your professional competence/skills in relation to assessment practice. (6 = not at all useful; 1 = extremely useful

	Extremely useful	very useful	useful	Not very useful	Not useful at all
Task 1 - Design an Assessment Activity	○	○	○	○	○
Task 2 - Mark & provide Feedback to fellow student	○	○	○	○	○
Task 3 - Re-design and assessment activity and report on the changes	○	○	○	○	○

If you feel that any of the above did not contribute to the development of your professional competence please explain why

*11. Has your perception and attitude towards assessment changed as a result of undertaking this module?

○ Yes

○ No

If 'Yes' pleas explain how you attitude has changed

*12. Has your views on the the role of the learner in the assessment process changed after completing this module?

○ Yes

○ No

Please explain your answer

[text box]

13. Is there anything you would like to add or change about the the assessment structure of this module?

[text box]

14. In what way do you think your experience of being assessment within this module will help you with your professional development?

15. Which aspect of assessment taught in this module have you been able to use in your daily life?

Assessment Module - Survey : 2010 (ES204/ES222)

Dear Student,

The purpose of this study is to evaluate the effectiveness of the portfolio assessment method we used for Module ES204/Es222 Curriculum Assessment & Evaluation. We would like to get your opinions on the format of the module in enhancing the quality of the learning experience by providing practical experience of key assessment activities.

The focus of this research is only on the ASSESSMENT component (Lec: Justin Rami) of the module NOT the EVALUATION element.

It aims to establish whether this assessment format is suited to different student groups and whether the response to the assessment activity is influenced by various factors, such as previous learning experiences, professional experience and personal attitudes.

Arrangements will be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

The two researchers are Francesca Lorenzi & Justin Rami from the School of Education Studies.

*1. I have read the the 'purpose of this survey'and understand the information provided.

I am aware that my reflections and responses to a questionnaire may be anonymously quoted in School of Education Studies evaluations and Research-based papers.

I also confirm my that involvement in the Research Study is voluntary and there will be no penalty for withdrawing before all stages of the research have been completed.

○ Yes

○ No

*2. Please select your class:

○ 2nd Year Full time BSc Student study ES204 Curriculum Assessment & Evaluation

○ 2nd Year (DET) Part time BSc Student study ES222 Curriculum Assessment & Evaluation

*3. Please select your age category

○ 18-23

○ 24-30

○ 31-45

○ 45+

*4. Previous teaching/training experience

○ admin role connected to teaching /training

○ currently full time teacher/trainer

○ currently part time teacher/trainer

○ no experience as teacher/trainer (outside of this course)

○ voluntary experience as teacher/trainer

○ Other (please specify)

[ ]

*5. Experience of Assessment in Education or Training (outside of this course)

○ marking / grading assessments

○ implementing / overseeing assessments

○ experience only as a student / trainee undergoing an assessment

○ experience of designing assessments

○ no experience of assessment in education & training

○ Other (please specify)

[ ]

*6. Based on your knowledge of this module, as a student what would be your preferred mode of assessment and why?

☐ Portfolio assessment

☐ practice based assessment

☐ end of term/module/unit written exam

☐ series of smaller written exams

☐ end of term/module/unit written assignment

☐ series of smaller written assignments

☐ individual presentation

☐ group presentation

if mixture of above, (please specify, and explain reasons)

[ ]

7. Express your level of agreement with the following statements;

	Strongly agree	Agree	Agree to some extent	Disagree to some extent	Disagree	Strongly disagree
The assessment portfolio for this module was well structured	○	○	○	○	○	○
I received sufficient support to tackle portfolio tasks by my lecturer	○	○	○	○	○	○
Portfolio assessment helped me to develop my assessment skills gradually	○	○	○	○	○	○
I would use portfolio assessment with my students in future	○	○	○	○	○	○
Designing an assessment activity was a useful activity for my professional development	○	○	○	○	○	○
I have a better appreciation of the value of assessment feedback	○	○	○	○	○	○
After undertaking this module I understand the role of all stakeholders in assessment policy and practice	○	○	○	○	○	○
The knowledge I have acquired in this module will influence my professional practice	○	○	○	○	○	○

8. Based on your knowledge of this module, as trainer / teacher / assessor what would be your preferred mode of assessment for YOUR trainees / students be and why?

☐ end of term/module/unit written exam

☐ series of smaller written exams

☐ end of term/module/unit written assignment

☐ portfolio assessment

☐ series of smaller written assignments

☐ individual presentation

☐ practice based assessment

☐ group presentation

☐ mixture of some of the above

if mix, which mix (please specify)

[   ]

Assessment Module - Survey : 2010 (ES204/ES222)

*9. Express your level of agreement with the following statements;

	Strongly agree	Agree	Disagree	Strongly Disagree
Assessment works best when it is ongoing, not episodic.	○	○	○	○
Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.	○	○	○	○
Through assessment, educators meet responsibilities to students and to the public.	○	○	○	○
Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.	○	○	○	○
Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	○	○	○	○
Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.	○	○	○	○
Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.	○	○	○	○
The assessment of student learning begins with educational values: We measure what is most important to our mission and goals.	○	○	○	○

which of these statements would you most agree with?

[text box]

*10. Rate the usefulness of the portfolio tasks in developing your professional competence/skills in relation to assessment practice. (6 = not at all useful; 1 = extremely useful

	Extremely useful	very useful	useful	Not very useful	Not useful at all
Task 1 - Design an Assessment Activity	○	○	○	○	○
Task 2 - Mark & provide Feedback to fellow student	○	○	○	○	○
Task 3 - Re-design and assessment activity and report on the changes	○	○	○	○	○

If you feel that any of the above did not contribute to the development of your professional competence please explain why

[text box]

*11. Has your perception and attitude towards assessment changed as a result of undertaking this module?

○ Yes

○ No

If 'Yes' pleas explain how you attitude has changed

[text box]

✱12. Has your views on the the role of the learner in the assessment process changed after completing this module?

○ Yes

○ No

Please explain your answer

[ ]

13. Is there anything you would like to add or change about the the assessment structure of this module?

[ ]

14. In what way do you think your experience of being assessment within this module will help you with your professional development?

[ ]

15. Which aspect of assessment taught in this module have you been able to use in your daily life?

[ ]

Assessment Module - Survey 2009 (ES204/ES222)

SurveyMonkey

1. I have read the the 'purpose of this survey'and understand the information provided. I am aware that my reflections and responses to a questionnaire may be anonymously quoted in School of Education Studies evaluations and Research-based papers. I also confirm my that involvement in the Research Study is voluntary and there will be no penalty for withdrawing before all stages of the research have been completed.		

		Response Percent	Response Count
Yes		**100.0%**	**47**
No		0.0%	0
		answered question	47
		skipped question	1

2. Please select your class:		

		Response Percent	Response Count
2nd Year Full time BSc Student study ES204 Curriculum Assessment & Evaluation		**53.2%**	**25**
2nd Year (DET) Part time BSc Student study ES222 Curriculum Assessment & Evaluation		46.8%	22
		answered question	47
		skipped question	1

3. Please select your age category

		Response Percent	Response Count
31-45		**40.4%**	**19**
24-30		17.0%	8
18-23		29.8%	14
45+		10.6%	5
		answered question	47
		skipped question	1

4. Previous teaching/training experience

		Response Percent	Response Count
no experience as teacher/trainer (outside of this course)		**30.4%**	**14**
currently part time teacher/trainer		15.2%	7
currently full time teacher/trainer		19.6%	9
voluntary experience as teacher/trainer		15.2%	7
admin role connected to teaching /training		13.0%	6
Other (please specify)		6.5%	3
		answered question	46
		skipped question	2

5. Experience of Assessment in Education or Training (outside of this course)

		Response Percent	Response Count
experience only as a student / trainee undergoing an assessment		**47.8%**	**22**
experience of designing assessments		8.7%	4
no experience of assessment in education & training		23.9%	11
marking / grading assessments		15.2%	7
implementing / overseeing assessments		2.2%	1
Other (please specify)		2.2%	1
		answered question	**46**
		skipped question	**2**

6. Based on your knowledge of this module, as a student what would be your preferred mode of assessment and why?

		Response Percent	Response Count
Portfolio assessment		57.6%	19
practice based assessment		36.4%	12
end of term/module/unit written exam		6.1%	2
series of smaller written exams		3.0%	1
end of term/module/unit written assignment		18.2%	6
series of smaller written assignments		18.2%	6
individual presentation		15.2%	5
group presentation		6.1%	2
if mixture of above, (please specify, and explain reasons)			13

answered question	33
skipped question	15

7. Express your level of agreement with the following statements;

	Strongly agree	Agree	Agree to some extent	Disagree to some extent	Disagree	Strongly disagree	Rating Average	Resp Co
The assessment portfolio for this module was well structured	20.0% (6)	**36.7% (11)**	**36.7% (11)**	6.7% (2)	0.0% (0)	0.0% (0)	2.30	
I received sufficient support to tackle portfolio tasks by my lecturer	31.3% (10)	**50.0% (16)**	12.5% (4)	6.3% (2)	0.0% (0)	0.0% (0)	1.94	
Portfolio assessment helped me to develop my assessment skills gradually	34.4% (11)	**40.6% (13)**	9.4% (3)	12.5% (4)	3.1% (1)	0.0% (0)	2.09	
I would use portfolio assessment with my students in future	28.1% (9)	**34.4% (11)**	25.0% (8)	12.5% (4)	0.0% (0)	0.0% (0)	2.22	
Designing an assessment activity was a useful activity for my professional development	**34.4% (11)**	28.1% (9)	25.0% (8)	9.4% (3)	3.1% (1)	0.0% (0)	2.19	
I have a better appreciation of the value of assessment feedback	37.5% (12)	**50.0% (16)**	9.4% (3)	3.1% (1)	0.0% (0)	0.0% (0)	1.78	
After undertaking this module I understand the role of all stakeholders in assessment policy and practice	31.3% (10)	**37.5% (12)**	15.6% (5)	12.5% (4)	0.0% (0)	3.1% (1)	2.22	
The knowledge I have acquired in this module will influence my professional practice	21.9% (7)	**65.6% (21)**	9.4% (3)	3.1% (1)	0.0% (0)	0.0% (0)	1.94	
							answered question	
							skipped question	

8. Based on your knowledge of this module, as trainer / teacher / assessor what would be your preferred mode of assessment for YOUR trainees / students be and why?

		Response Percent	Response Count
end of term/module/unit written exam		12.5%	4
series of smaller written exams		9.4%	3
end of term/module/unit written assignment		25.0%	8
portfolio assessment		**46.9%**	**15**
series of smaller written assignments		12.5%	4
individual presentation		9.4%	3
practice based assessment		31.3%	10
group presentation		3.1%	1
mixture of some of the above		18.8%	6
	if mix, which mix (please specify)		12

answered question	**32**
skipped question	**16**

9. Express your level of agreement with the following statements;

	Strongly agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
Assessment works best when it is ongoing, not episodic.	**53.1% (17)**	43.8% (14)	3.1% (1)	0.0% (0)	1.50	32
Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.	**56.3% (18)**	37.5% (12)	6.3% (2)	0.0% (0)	1.50	32
Through assessment, educators meet responsibilities to students and to the public.	22.6% (7)	**61.3% (19)**	16.1% (5)	0.0% (0)	1.94	31
Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.	30.0% (9)	**60.0% (18)**	10.0% (3)	0.0% (0)	1.80	30
Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	41.9% (13)	**58.1% (18)**	0.0% (0)	0.0% (0)	1.58	31
Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.	**61.3% (19)**	35.5% (11)	3.2% (1)	0.0% (0)	1.42	31
Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.	**50.0% (16)**	46.9% (15)	3.1% (1)	0.0% (0)	1.53	32
The assessment of student learning begins with educational values: We measure what is most important to our mission and goals.	10.3% (3)	**69.0% (20)**	20.7% (6)	0.0% (0)	2.10	29
which of these statements would you most agree with?						26
answered question						**32**
skipped question						**16**

10. Rate the usefulness of the portfolio tasks in developing your professional competence/skills in relation to assessment practice. (6 = not at all useful; 1 = extremely useful
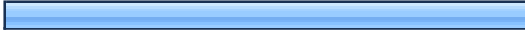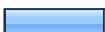
	Extremely useful	very useful	useful	Not very useful	Not useful at all	Rating Average	Response Count
Task 1 - Design an Assessment Activity	21.9% (7)	**43.8% (14)**	28.1% (9)	6.3% (2)	0.0% (0)	2.19	32
Task 2 - Mark & provide Feedback to fellow student	34.4% (11)	**37.5% (12)**	12.5% (4)	12.5% (4)	3.1% (1)	2.13	32
Task 3 - Re-design and assessment activity and report on the changes	**34.4% (11)**	28.1% (9)	21.9% (7)	15.6% (5)	0.0% (0)	2.19	32

If you feel that any of the above did not contribute to the development of your professional competence please explain why	11

answered question	32
skipped question	16

11. Has your perception and attitude towards assessment changed as a result of undertaking this module?

		Response Percent	Response Count
Yes		**84.4%**	**27**
No		15.6%	5

If 'Yes' pleas explain how you attitude has changed	22

answered question	32
skipped question	16

12. Has your views on the the role of the learner in the assessment process changed after completing this module?

		Response Percent	Response Count
Yes		**74.2%**	**23**
No		25.8%	8
	Please explain your answer		19
	answered question		31
	skipped question		17

13. Is there anything you would like to add or change about the the assessment structure of this module?

	Response Count
	22
answered question	22
skipped question	26

14. In what way do you think your experience of being assessment within this module will help you with your professional development?

	Response Count
	26
answered question	26
skipped question	22

15. Which aspect of assessment taught in this module have you been able to use in your daily life?

	Response Count
247	22
answered question	22
skipped question	26

Page 3, Q4. Previous teaching/training experience	
1	Special Needs Assistant	May 20, 2009 3:39 PM
2	Special needs assistant in primary school	May 18, 2009 3:03 PM
3	test	May 8, 2009 2:51 PM

Page 3, Q5. Experience of Assessment in Education or Training (outside of this course)	
1	test	May 8, 2009 2:51 PM

Page 4, Q6. Based on your knowledge of this module, as a student what would be your preferred mode of assessment and why?			

1	Practice and portfolio. I think teaching practice is invaluable and necessary on an education programme. There needs to be more focus on the skill of teaching. There is too much great subject matter which is lost because of ineffectual presentation or teachers	May 23, 2009 8:42 PM
2	I felt portfolio was a good way of assessing this module but, due to the work load involved, felt we had to start working on it early and did not have sufficient information before completeing the first piece of the assignment. I felt really confused about what exactly was required as I had no prior knowledge of designing assessments. Practical based lectures on designing assessments would have been of benefit to me. I also felt the work load very intense for this assignment due to the nature of the portfolio and this affected other modules.	May 21, 2009 9:47 AM
3	Just feel i do better on terminal exams	May 19, 2009 4:23 PM
4	by doing this module I discovered that the manner in which i had previously designed assessments was not correct. By doing the portfolio I was really only handing in working material as I was learning by doing each stage of the portfolio. I would have liked to practise doing assessments correctly and been given the chance to produce a better portfolio thereby providing evidence of what I had learned	May 18, 2009 10:25 PM
5	individual presentations also...	May 18, 2009 3:13 PM
6	From my experience of this module I found the continuous assessment and feedback very helpful as far as building up confidence. Putting all the work together at the end also helped in understanding the structure of assessment.	May 14, 2009 10:50 AM
7	I would liked to have practices in a more practicle manner and although I enjoyed the portfolio it was very time consumming.	May 8, 2009 8:55 PM
8	test	May 8, 2009 2:52 PM
9	Its good to have an ongoing portfolio as you can continuosly work at it, however not in every subject. I found the group work very good but again not in every subject. Mix these with some smaller assignment.	May 8, 2009 1:02 PM
10	It would provide students with a variety of ways at looking at assessment. The portfolio idea was good in theory but not in practice as it had to many elements that became complicated. Time frame was too short for the work invloved.	May 7, 2009 4:25 PM
11	mixing theory and practice allows the student to experience the theoretical side in a real situational context	May 7, 2009 2:41 PM
12	A portfolio shows the build up of your learning and is a good way of remembering items that may otherwise be lost. This works well with and end of unit assignment/essay as this is summative and the protfolio is formative.	May 7, 2009 2:32 PM
13	I found different aspects of the assignment very challenging (e.g. peer marking, having had no prior experience) though I learnt a lot from this module and the feedback from both lecturers and peers was helpful. The only criticism, if it should even be called that, is the instructions were too long and complicated, sometimes confusing e.g. reference to a journal and at other times a diary, though these were one and the same. It was time	May 7, 2009 2:02 PM

consuming throughout semester and could "take over" from other study, but our lecturer was excellent which helped!

1	I don't feel exams are effect in assessment and feel students learn more from assignments.	May 21, 2009 9:47 AM
2	portfolio, practice and presentation	May 20, 2009 12:07 PM
3	Assignment and exam	May 19, 2009 4:23 PM
4	I would use a portfolio and practice based assessment because it gives the student time to understand what is expected of them. With a hands on approach it gives the student an applied knowledge which they can use in their own work practice.	May 14, 2009 10:50 AM
5	Due to the nature of the material I am required to teach. It is craft based so I think all of the above could be incorporated.	May 8, 2009 8:55 PM
6	most auitable to the material I teach	May 8, 2009 8:22 PM
7	test	May 8, 2009 2:52 PM
8	Although I favour written assignments, I would try to choose a assessment type which is best for the topic at hand, no matter what type that assessment may be.	May 8, 2009 1:54 PM
9	smaller written exams and smaller written assignments	May 7, 2009 8:21 PM
10	will give more depth to learning obtained	May 7, 2009 2:41 PM
11	portfolio and end of term written assignment, to allow time throughout semester to progress other modules without too many deadlines during lectures.	May 7, 2009 2:02 PM
12	series of small exams, portofolio assessment, practice based assessment	May 7, 2009 1:07 PM

Page 7, Q9. Express your level of agreement with the following statements;

1	Assessment is most likely to lead to improvement that promotes change.	May 27, 2009 2:57 PM
2	The first one	May 23, 2009 8:42 PM
3	Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. I believe assessment alone is not sufficient to improve students performance, assessment must take place in a supportive environment which uses mistakes as opportunities for learning, involves positive feedback and direction. Giving and receiving specific feedback was a very important part of this portfoilo for me.	May 21, 2009 9:47 AM
4	Assessment is most likely to lead to improvement.....	May 20, 2009 3:48 PM
5	Assessment works best when it is on going, not episodic	May 20, 2009 12:07 PM
6	The assessment of student learning begins with educational values: We measure what is most important to our mission and goals.	May 19, 2009 4:55 PM
7	Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes	May 19, 2009 4:23 PM
8	No 1	May 19, 2009 12:55 PM
9	Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	May 19, 2009 9:00 AM
10	The 5th one	May 18, 2009 10:25 PM
11	first	May 18, 2009 3:13 PM
12	I would most agree with the first statement.	May 18, 2009 3:09 PM
13	Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. I would strongly agree with this as most students from my experience (as a trainer and student) like to know exactly what is expected of them as I feel it helps to keep students motivated.	May 14, 2009 10:50 AM
14	Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.	May 12, 2009 5:24 PM
15	I most agree with the last one. the students educational values should be the most important factor in ensuring the students are achieving their goals to their best abilities.	May 12, 2009 9:16 AM
16	Assessment works best when it is ongoing, not episodic.	May 11, 2009 6:29 PM
17	Assessment works best when it is ongoing, not episodic.	May 8, 2009 8:55 PM
18	Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	May 8, 2009 2:56 PM
19	test	May 8, 2009 2:52 PM
20	.	May 8, 2009 1:54 PM
21	Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.	May 8, 2009 1:02 PM

22	works best ongoing	May 7, 2009 10:47 PM
23	The first one	May 7, 2009 4:25 PM
24	Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	May 7, 2009 2:41 PM
25	I'm a little confused by some of the above statements; for example the second one to my mind refers to whole program evaluation rather than assessment of students ("assessment works best when the programs it seeks to improve have...."). I most agree with the statement ".....when it reflect an understanding of learning as multi...." because this encompasses different learning styles and preferred modes of assessment; it's accessible to all student profiles.	May 7, 2009 2:02 PM
26	assessment works best when it is ongoing	May 7, 2009 1:07 PM

Page 8, Q10. Rate the usefulness of the portfolio tasks in developing your professional competence/skills in relation to assessment practice. (6 = not at all useful; 1 = extremely useful		
1	I felt it was not possible to regain lost marks on the redesign which I felt was unfair	May 23, 2009 8:42 PM
2	I would not go as far to say that Task 1a did not contribute to my professional development but in retrospect I did have quite a few issues with it. I felt I did not have enough input for Task 1a, I was confused about what I had to do and although the lecturer offered a lot of direction I found this difficult to decipher and at times felt overloaded with information.	May 21, 2009 9:47 AM
3	I feel the reflection questions were very time consuming and were of little benefit to developing my professional skills.	May 20, 2009 3:48 PM
4	Task 1a - I was doing this for the first time using only the infomation given in class. some parts I was not clear about and would have liked to have more practice before submitting is as an assessment in its own right	May 18, 2009 10:25 PM
5	Task 1b - items were very petty that fellow students picked you up on	May 12, 2009 5:24 PM
6	providing feedback to the fellow students i feel did not contribute because we were asked to assess our peers work with the knowledge we had just gained in relation to assessment without much practice on it. It was hard to assess a peers work when you know who owned the work without bias knowing how much effort was put in to it.	May 12, 2009 9:16 AM
7	I found the design part difficult as I do not work in this area but found it easier as the time progressed	May 8, 2009 8:55 PM
8	test	May 8, 2009 2:52 PM
9	i felt there was alot friends giving feedback in a positive way which did not reflect the true value of the work... also i found work was covered in group session in the public arena and not as an individuals as requested. my feeling was if a person discovered their work open to the public could have a negative impact on them...	May 7, 2009 10:47 PM
10	Student should not mark each other as they do not have the qualifications or experiencein regards to the task. I feel that students used this as a way of showing their dislike to the assessment element involved. Reflection although can be good, I felt all I gave back was what the teacher wanted to hear so in terms of my learning, nothing was gained.	May 7, 2009 4:25 PM
11	I wouldn't go so far as to say that "designing an assessment activity" was a fruitless task; it was necessary to begin the process. In retrospect though I was quite unskilled coming to it. The learning for me occured in giving and receiving feedback and in reflecting on the overall experience.	May 7, 2009 2:02 PM

Page 9, Q11. Has your perception and attitude towards assessment changed as a result of undertaking this module?		
1	I feel I now look at assessment in more creative ways and would be more likely to use practical demonstration or presentation as forms of assessment	May 21, 2009 9:47 AM
2	I now realise how much work is involved in forming an assessment. Also the feedback is quite difficult.	May 20, 2009 3:48 PM
3	I realised the responsibilty involved in marking somone else's work and i gained a new appreciation for teachers	May 19, 2009 4:23 PM
4	I did not fully understand the theory of assessment and feel I have a better appreciation of the subject now	May 19, 2009 12:55 PM
5	I understand assessment as ongoing/developing rather than based on one final examination	May 19, 2009 9:00 AM
6	I am now more aware about matching the assessment with the outcomes etc., but would love to do more practice under supervision as i am still not confident in designing assessment. I feel I have only done it once and i was marked on it. i would like to be brought on more.	May 18, 2009 10:25 PM
7	It has changed as i realise the importance of constructive feedback .	May 18, 2009 3:09 PM
8	I feel I have a better awareness towards assessment and how different types of assessments can motivate or de-motivate students. I would think more about the assessment structure and giving feedback to students.	May 14, 2009 10:50 AM
9	value feedback more and have requested it but didnt recieve it from other lectures, if we are being taught the value of this should it not be applied to the whole course allowing for crossover of topics learned	May 12, 2009 5:24 PM
10	I can understand how important a clear criteria is within assessment.	May 12, 2009 9:16 AM
11	i am not so scared of assesment now i have a better understanding of the marking scheme.	May 11, 2009 6:29 PM
12	It sets out clear goals for what you want to achieve	May 11, 2009 4:11 PM
13	I can understand the importance of feedback espically as I was personally exposed to it during this module and it is something that I will cultivat going forward.	May 8, 2009 8:55 PM
14	far greater understanding of feedback and how it can be used positively and/or negatively. Also a better understanding of the difficulties in developing assesments	May 8, 2009 8:22 PM
15	My attitude changed because now I see assessment as a integral step that should be undertaken throughout the learning cycle, and not just a summative action at the end of period of learning.	May 8, 2009 2:56 PM
16	test	May 8, 2009 2:52 PM
17	Realised the important of matching leanring objectives of learning outcomes	May 8, 2009 1:02 PM
18	i have a better understanding of the role and work level of marking a student work	May 7, 2009 10:47 PM
19	It has but as a trainer I would not use the format involved without making	May 7, 2009 4:25 PM

	changes in how it is explained and presented to the student prior to their undertaking. I would also provide students with a better time frame.	
20	i can now see that assessment allows for flexibility to change if the learning intended is not being reached by the students. the assessment process will show this in the results provided through the assessment activities implemented.	May 7, 2009 2:41 PM
21	Awareness of importance in clarity.	May 7, 2009 2:32 PM
22	Prior to taking the module I wouldn't have applied the thinking and analysis to assessment that I would now; how it's important to align assessment with the programme learning outcomes and how it's important to give students an opportunity to demonstrate their learning e.g. unambigous instructions.	May 7, 2009 2:02 PM

	Page 10, Q12. Has your views on the the role of the learner in the assessment process changed after completing this module?	
1	Iappreciate the need to reflect in order to improve or change in the assessment process.	May 27, 2009 3:02 PM
2	Giving detailed feedback to the learner puts them in control of their learning and the focus of assessment becomes more about improvement than judging the ability of the learner.	May 21, 2009 10:09 AM
3	Again the work involved is in creating an assessment is huge.	May 20, 2009 3:51 PM
4	I understand and appreciate it more	May 19, 2009 12:57 PM
5	While being assessed periodically, learning is being enhanced and some learners respond differently to different types of assessment.	May 19, 2009 9:01 AM
6	I must now design assessments that give the student a fair chance of completing.	May 18, 2009 10:27 PM
7	I have taken into account the learners thoughts and feelings towards assessment. I have realised the many students have alot of anxiety towards assessments especially if they have returned to study after a number of years.	May 14, 2009 11:00 AM
8	the learner values feedback, it is not very productive for the learner not to know if they are on the right part with their work and find out the hard way at final exams when the mark is announced that they had completed missed understood the whole module	May 12, 2009 5:31 PM
9	again it the criteria that is important and that the learner clearly understands what is expected from them	May 12, 2009 9:19 AM
10	You now realise how hard it is to critically reflect the work of others	May 11, 2009 4:13 PM
11	I can now see that assessment allows you to develop further and perform better.	May 8, 2009 8:57 PM
12	Ideally the learner needs to understand and engage fully with the assesment process to gain maximum benefit	May 8, 2009 8:24 PM
13	Most definitely because the learner is the key stakeholder within education.	May 8, 2009 2:59 PM
14	test	May 8, 2009 2:52 PM
15	The learner should always be the most important part of the process	May 7, 2009 8:22 PM
16	I understand the stress a student goes through whilst preparing the portfolio.	May 7, 2009 4:27 PM
17	i see how theory and practice have developed my understanding of the module, if the lessons were all lecture based my learning would not have developed the understanding of assessment processes.	May 7, 2009 2:45 PM
18	My view has always been strongly in favour of learner empowerment	May 7, 2009 2:34 PM
19	Assessment still needs to serve the purpose of ascertaining if learning has occured but varied assessment methods, from the traditional terminal written examination, can ensure that more students have an opportunity to showcase their learning.	May 7, 2009 2:09 PM

	Page 10, Q13. Is there anything you would like to add or change about the the assessment structure of this module?	
1	There was too much information around the module and felt very confused at times. More clarity needed!	May 27, 2009 3:02 PM
2	Yes the allocation of marks	May 23, 2009 8:44 PM
3	I felt the module could have incorporated more practical components. I also felt that for part time students most of who are in full time employment, the workload for this module was very intense.	May 21, 2009 10:09 AM
4	There was so much work to do and so little time to do it. I would condense it slightly.	May 20, 2009 3:51 PM
5	I would cahnge the feedback to fellow students I believe that the majority of us felt unqualified to be responsible for someone else's grade	May 19, 2009 4:25 PM
6	I think that tyhe peer feedback could be explained better.I think people need to understand that the feedback is not a personal attack but based on your perceptions of the task.	May 19, 2009 12:57 PM
7	No	May 19, 2009 9:01 AM
8	While there were pages and pages of instructions on what to do. Quite often I was confused as to what was being asked of me.	May 18, 2009 10:27 PM
9	I think the portfolio was a good method of assessment but i felt it was very time consuming and didn't leave much time for other modules.	May 18, 2009 3:10 PM
10	I found the structure of this module very good but while I was trying to complete it I found it was very time consuming as I was trying to work on the other modules.	May 14, 2009 11:00 AM
11	reflection should is compulsory summited as each task is completed. and students should not be asked to re-design their assessment but to take these points on board and go and design a complete new assessment, vauling all areas of improvement suggested. re-designing the original assessment knowing that some students nit picked on minor issues was annoying and conterproductive	May 12, 2009 5:31 PM
12	I like that it was ongoing to a point but felt it took over from other subjects as there was four parts to it. Might work a little better if had two submissions only	May 12, 2009 9:19 AM
13	no	May 11, 2009 6:30 PM
14	As a part-time student, completing the portfolio took up alot of time and resources, however I really enjoyed working on the module	May 11, 2009 4:13 PM
15	Yes, I would try to refine it somewhat as it was very labour intensive. I would also make the reflection sheets mandatory per task submitted.	May 8, 2009 8:57 PM
16	I found the instructions for the module 'top heavy'. I got confused because there were far too many instructions, which were not always clearly signposted.	May 8, 2009 2:59 PM
17	test	May 8, 2009 2:52 PM
18	Task 2 was a usefull activity, but the way it worked I didnt like it. I think if the	May 8, 2009 1:59 PM

	activity was just to try mark your peers work to get experience marking then it would be good but i didnt like how i felt pressure due to the taught that the mark i gave will affect thier over all mark.	
19	Ensure that the instructions are SMART.	May 7, 2009 4:27 PM
20	it felt as if there was constant deadlines to be meet and some students did not meet these deadlines and those of us who had were punished as we had to wait to continue to the next level. strangly exceptions were made if you were late, yet no rewards were given for being on time. this came accross as being disrespectful to those who respected the lecturer and done the work on time.	May 7, 2009 2:45 PM
21	Yes! My folder for the assessment mondule is one I refer back to time and time again.	May 7, 2009 2:34 PM
22	No; the assessment structure of this module enables students to practice what they learn about in lectures, thus reinforcing learning. For those students with no prior experience of assessment from the assessors perspective, this experiental learning is invaluable.	May 7, 2009 2:09 PM

	Page 11, Q14. In what way do you think your experience of being assessment within this module will help you with your professional development?	
1	It will help me how to improve myself as a trainer and ask for guidance from experienced teachers.	May 27, 2009 3:10 PM
2	it hwlped me rethink how i test. i do a lot more project work as testing as a result	May 23, 2009 8:45 PM
3	I have developed a more creative approach to assessment	May 21, 2009 10:11 AM
4	It developed my assessment skills greatly	May 20, 2009 3:52 PM
5	It has added to my learning experience as a whole	May 19, 2009 4:26 PM
6	It will help me to look at assessment in a more professionalk manner	May 19, 2009 1:01 PM
7	I have gained confidence in knowing my own ability to judge a strong assignment as opposed to a weak one	May 19, 2009 9:05 AM
8	Not sure	May 18, 2009 10:29 PM
9	help with assessment activity development	May 18, 2009 3:14 PM
10	It will help as i understand the importance of having clear and concise outcomes and a well designed assessment.	May 18, 2009 3:12 PM
11	It will give me more confidence to give and receive constructive feedback.	May 14, 2009 11:03 AM
12	the bfeedback recieved from the lecturer was very helpfull	May 12, 2009 5:33 PM
13	it helped me appreciate how the learners feel being assessed	May 12, 2009 9:20 AM
14	it gives another for of assessment to use	May 11, 2009 6:32 PM
15	I now know how to give constructive feedback to students even if the work is not to the best of their abilities	May 11, 2009 4:16 PM
16	I think I will consider other factors and try to help my students in a manner more conjusive to their learning	May 8, 2009 8:57 PM
17	reviewing assesments by 3rd party trainers	May 8, 2009 8:25 PM
18	I will never test just for the sake of testing again	May 8, 2009 3:01 PM
19	test	May 8, 2009 2:52 PM
20	It gave me experience	May 8, 2009 2:02 PM
21	Not really related	May 8, 2009 1:03 PM
22	It will have no major impact on my professiona development.	May 7, 2009 4:28 PM
23	i will know how to assess if my teaching aims are being acheived and will adjust them if they are not. i will be more aware of special learning abilities of some students and how realignments might have to be made.	May 7, 2009 2:47 PM
24	Deeper understanding of theory to practice	May 7, 2009 2:35 PM
25	Currently I work in an administrative role, however I may draw on this in the	May 7, 2009 2:14 PM

future and have a different outlook on assessment than prior to this module.

| 26 | testing | Mar 24, 2009 4:39 PM |

	Page 11, Q15. Which aspect of assessment taught in this module have you been able to use in your daily life?	
1	At the end of the module - reflection gave me the opportunity to prepare myself for each lesson plan and to adapt to each class situation. Be flexible.	May 27, 2009 3:10 PM
2	the feedback. i respond to students much more quickly as a result	May 23, 2009 8:45 PM
3	using the peer feedback piece of this assignment helped me to improve my assignment writting in general	May 21, 2009 10:11 AM
4	The verbs used in Bloom's Taxonomy	May 20, 2009 3:52 PM
5	I will share assessment citeria with learners at the begining of a session from now on.	May 20, 2009 12:08 PM
6	none that i am aware of so far	May 19, 2009 4:26 PM
7	I try to link as much as possible, but particularly I try to give students credit for effort even and be positive towards their participation.	May 19, 2009 1:01 PM
8	I think that it is not benifical to judge by the final result alone, the work in progress should be taken in to account also.	May 19, 2009 9:05 AM
9	This module has been the most beneficial to my work. This is why I feel that I have not learned enough about it	May 18, 2009 10:29 PM
10	I havn't really been able to use any at the moment as i am not in a teacher/trainer environment.	May 18, 2009 3:12 PM
11	I have used contious feedback to my students	May 12, 2009 5:33 PM
12	setting a clear criteria for assesment within my own context	May 12, 2009 9:20 AM
13	reflective practice	May 11, 2009 6:32 PM
14	Presently, I am not working in a teacher/training environment so I dont get to use the assessment techniques however by completing this module, help structure other modules on this course	May 11, 2009 4:16 PM
15	Positive Feedback.	May 8, 2009 8:57 PM
16	the effect of feedback	May 8, 2009 8:25 PM
17	Assessments must be designed so that they enhance learning.	May 8, 2009 3:01 PM
18	test	May 8, 2009 2:52 PM
19	I have used what was taught to me by third year students when it comes to assessment and their exam paper.	May 7, 2009 4:28 PM
20	recognising how different people view the same things and allow for that difference.	May 7, 2009 2:47 PM
21	There's learning in everything	May 7, 2009 2:35 PM
22	Given that I am neither a teacher or a trainer I would have to say the reflection aspect and the giving of feedback; how useful it can be to self-critique and to receive feedback from others and how important it is to give affirming, positive feedback, even if your message is "there are areas that need improvement". An awareness of language can positively influence all	May 7, 2009 2:14 PM

Page 11, Q15. Which aspect of assessment taught in this module have you been able to use in your daily life?

communication, both personal and professional.

Module ES556 Philosophy of Education

Graduate Diploma in Education – Year 2

2011 - Semester 2

Lecturer: Francesca Lorenzi

Assessment Task

For this module you are asked to complete:

- Two short essays of 900 words each (approx 3 pages using Times New Roman font size 12 for each essay)
- One Teaching Philosophy statement of 600 words (approx 2 pages using Times New Roman font size 12).

The total word count for this assignment is **2,500 words** and the final submission deadline is **Wednesday 4th May   2011.**

Guidelines

Short essays

The term Philosophy of education is very broad and it is easy to get lost attempting to narrow its definition. For the purpose of this task you are required to focus on specific aspects:

As part of lectures we will engage in discussion in response to core educational and philosophical questions. The questions that will be discussed in the classroom serve also as the basis for your assessment.

Essay one and essay two should address two different questions. Essay one should respond to one of the topics discussed in **lectures 2-3** and Essay two should address one of the topics from **lectures 4-11**.

Essay one is a group activity. Students are asked to form groups of 5 -6 students and submit one essay per group. The first essay should answer either week 2 or week 3 discussion topic. Your group may take the opportunity to submit a first draft of the first short essay by **Wednesday 2nd March**. Your essay will be marked and you will receive feedback prior to the final submission. **This is a voluntary and formative exercise. Your group is not required to submit a first draft.** However, you are strongly advised to do so as this might be your first attempt at a Philosophy of Education Essay and it exercise will give you the opportunity to receive feedback to redraft your work and increase your understanding of the topic. It is also hoped that the feedback received for essay one will also help you with preparation for essay two.

While you will also receive a mark for the first draft submission, the mark is allocated exclusively to give you an indication of the level of performance you have achieved. The first draft mark will not be taken into account for the calculation of module mark.

Essay twois completed individually.

This task requires you structure and respond to a philosophical question is similar fashion as for Essay one (see further guidance on how to construct a Philosophy essay at the end of this booklet).

Please note:

For the final submission of 4th May 2011 you will need to include a second draft of the previously submitted essay, a second essay and the teaching philosophy statement.

Teaching Philosophy Statement

This is an individual task.

John Dewey in his Essay 'My Pedagogic Creed' summarises his Philosophy of Education. [available from Moodle], similarly for this task you are asked to outline your philosophy of education. You should reflect on the question 'What type of teacher/trainer I want to be?" In answering this question you should incorporate some of the elements discussed in the previous two sections but you should also make them relevant to yourself as an individual. This means relating the knowledge to your personality, attitudes and interests and personal and professional values.

How you conceive education and the role of the teacher will have an impact on the type of teacher/trainer you wish to become in the future (or you might already be). It is therefore important to establish a link between these elements and to show that you are able to discuss them coherently. This should help you to ensure that there is no mismatch between what you profess and how you act in practice.

Further guiding questions that may inform your Teaching Philosophy Statement

- What do I believe about teaching?
- What do I believe about learning? Why?
- What demonstrates my desire to grow as a teacher/trainer?
- What are the opportunities and constraints under which I learn and others learn?
- What do I expect to be the outcomes of my teaching?
- What is the student-teacher relationship I will strive to achieve?
- What values do I want foster with my students?
- What role do I want my students play in the classroom (listeners? Co-discoverers? Peer teachers?)
- What does teaching mean to me (coaching, leading, guiding, telling, showing, and mentoring?)
- What teaching practices I would like to use (lead discussions, guide problem solving, provide demonstrations?)
- What are my plans for developing or improving my teaching? (learn new skills, try our new approaches?)

Further guidance

- While the teaching philosophy statement is a personal reflection the previous tasks are a discussion in academic terms of core aspects of educational theory This means that in addition to your personal response and reflection on the classroom discussions **there is an expectation that reference to the literature will feature prominently in the two short essays.**

- A solid, well supported analysis with direct reference to relevant literature is expected for this assignment. **Please do not use websites as references (unless links have been provided in Moodle).**Your response should be clearly structured. Your analysis should show that you have researched and read relevant literature and that your understanding reflects a variety of sources.

- Good philosophical reflection shows that a question has been clearly analysed in its components that potential answers have been considered and potential objections to the answers should also be identified. Generally philosophers endorse one particular answer and show how other potential answers are less suited by highlighting the objections that could be made to them. This allows them to show that the answer they have chosen it the best possible answer that can be given. In Philosophy what counts is the clarity of argumentation (ie how clearly you have put your argument forward and how well you have shown that your argument is the best possible

answer to a given question). It is very common to see in Philosophical Journals responses to articles by other authors where the response shows inconsistencies and flaws in the article responded to.

- In referring to the literature bear in mind that quotes should never 'do the talk for you'. When including quotes integrate them in the discussion and make clear why a specific quote has been included by commenting and expanding on its content. Quotes should be used judiciously.

- Very long quotes should be avoided on a relatively short essay. Each quote should follow the referencing guidelines specified by the School of Education Studies. Please note that if you intend to include a Bibliography it should be included in addition to a Referencing list and should be presented as a separate list.

- Bear in mind that only literature referred to directly or quoted in your text can be listed in the referencing list. Literature that has informed your analysis but not directly referred to should be included in the bibliography.

- The following marking criteria give you an indication of what is considered to be important for this assignment.

Formative (voluntary) submission deadline 2nd March 2011

Final submission deadline 4th May 2011

Marks apportionment

- Short essay 1   35% of overall module mark
- Short essay 2   40 % of overall module mark
- Teaching Philosophy Statement   25% of overall module mark

Marking criteria breakdown for essay one and two

- Organisation 15%
- Analysis 40%
- Relevance 20%
- References 15%
- Presentation 10%

Marking criteria breakdown for the Teaching Philosophy Statement

- Organisation 20%
- Analysis 50%
- Relevance 20%
- Presentation 10%

Assessment questions	
Wk2	**Core question: what does it mean to be educated?** What distinguishes an experience which is genuinely educational from that which isn't?
Wk3	**Core question: Do teachers need to know about knowledge?** When do we know that we know something? Can you teach something you don't understand? Can you understand something you cannot teach?
Wk4	**Core question: should teachers be concerned about the truth of what they teach?** What is worthwhile knowing? How do we know that something is true? Does it matter if what we are asked to teach turns out not to be true? Can you teach something you do not believe to be true?
Wk5	**Core question: Is equality between students and teachers achievable and desirable?** Is the fact that teachers 'know more' than students an obstacle to equality?
Wk7	**Core question: Can children be philosophers?**
Wk8	**Core question: Can we conceive education as a form of dialogue?** What would conceiving education as a form of dialogue entail?
Wk9	**Core question: Is being caring an essential ingredient of being a teacher?** Should teachers care for students who do not care?
Wk10	**Core question: Is it possible for a teacher to be accountable without being responsible?** Can a teacher be responsible without being accountable? Is it more important to be accountable or responsible? Can accountability lead to irresponsible behaviour?
Wk11	**Core question: what does it mean to be competent?** Is being competent sufficient to be a good teacher?

ES 556 – Philosophy of Education

"What does it mean to be educated?"

Submitted by:[names removed]

Module Co-ordinator: Francesca Lorenzi

Submission Date: March 2010

Introduction

According to Dewey (1897), education is a social process, a process of growth and not just a preparation for life, but it is in fact life itself. The educated person, therefore, has learnt through living and our belief is that the educated person has learnt to enter into morally defensible relations with others and also to become an autonomous thinker. Education must be conceived as a continuing reconstruction of experience, therefore the process and the goal of education are one and the same thing.

If a person is able to enter into morally defensible relations with others as a form of education then it follows that those that are educated should have experienced their education as a moral practice.

According to Pring (2004), to be educated is to be in possession of understandings, knowledge, skills and dispositions of the moral world, the physical world, the aesthetic world, the social and the political world. Entering into these worlds provides the tools through which a distinctive personal development can actively take place and result in an educated autonomous thinker.

It follows from these beliefs that for a person to be educated, then the teacher must be engaged in teaching individuals not just through lessons or grades but also through experiences and social interactions. The individual's social interactions can be defined by their community and how the community (or school) values its moral duty in relation to itself and others.

Comment [R&F2]: The sentence structure can be improved by breaking it down into two smaller sentences.

Comment [R&F3]: Is this necessary?

Comment [R&F4]: One could argue that even if I am exposed to education as moral practice and I have therefore become 'morally educated' this is not sufficient to guarantee that I will enter in morally defensible relations with others. It is best to rephrase avoiding this rigid cause-effect presentation. Education provides tools that enable to make more informed choices but there still an element in decision making that is ultimately down to individual choice

Comment [R&F5]: I find the meaning of the last sentence a little obscure. Firstly social interactions are not only framed in moral terms. Secondly I am trying to understand if here you refer to the acceptability of certain social interactions in relation to the values and duties of a given community. If this is what you are referring to, do you mean that teachers are responsible to ensure that those who are educated are a good fit for the society in which they live? Would this mean that as a member of society I shall passively accept all the values and norms of that society?

Comment [R&F6]: This section may be more appropriately placed under the next subheading.

<u>Education and society</u>

Dewey also argues that education is the means by which the individual becomes able to participate with society as a whole. We are constantly being educated regardless of age or race and both in a formal and informal setting. Each day, week, month, year of life brings about different types of informal education. Living itself is an education, when a person is no longer learning he is no longer living, because everyday is a learning experience. Education organises us into social groups, unites us and we are 'stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling and to conceive of {ourselves} from the standpoint of the welfare of the group to which he belongs' (Dewey, 1897 p. ?). The development of constructivism in education is attributed to such psychologists and philosophers as Piaget,Vigotsky, Dewey and Brunner. It is understood as a complex combination of learning theory, philosophy, pedagogy, and psychology. Dewey's concept of learning experience as the interaction of the person with his or her environment reflects constructivist beliefs. In simple terms, learning occurs during the interaction through which the learner gains knowledge.

The Department of Education and Skills also takes this viewpoint. As the minister states, 'The mission of this Department is to provide high-quality education which will (a) enable individuals to achieve their full potential and to participate fully as members of society; and (b) contribute to Ireland's social, cultural and economic development' (Coughlan, 2011. P?).

Merit is clearly placed on the idea that education involves a social and civic aspect. In Ireland, all students study CSPE, as well as report on a project of civic value. In the UK, there is a syllabus in citizenship, and in the US, students can study civics.

In 2002, the Council of Europe also said that education was essential to promoting social cohesion and active citizenship. It is clear therefore, that an educated person is someone who is socially aware.

As Thomas Jefferson said, 'It is the special task of teachers to foster those habits of open–mindedness and critical inquiry which alone make for responsible citizens, who,

Comment [R&F7]: Use page numbers as they appear in the printout of the electronic file

Comment [R&F8]: Here the discussion reads more like a literature review and you have moved to the discussion of what education is rather than discussing the educated person. While discussing the meaning of education is relevant, it should serve as background to discuss the outcome of education.

Comment [R&F9]: If this is derived from an electronic file see comment 7 in relation to page number. Incidentally this reference is not included in your bibliography/reference list. Any source referred to or quoted from needs to be included in the reference list.

Comment [R&F10]: Sources?

Comment [R&F11]: This is a little vague. What do you mean as socially aware?

Comment [R&F12]: does

Comment [R&F13R12]: does your group endorse this view? I am not clear if you are presenting possible ways of conceiving what being educated means or if this aspect of being educated is something your groups considers essential

in turn, make possible an enlightened and effective public opinion' (Phenix, 1961, p?).

Alternative arguments

The alternative ideas to Dewey come in the form of traditionalists who believe that Dewey's view on experiential education diminishes the accountability of the teacher.

Traditionalists believe that successive generations must be *initiated* into the epistemic inheritance of their society and culture, (Carr 1999). A prominent modern traditionalist R.S Peters speaks of the child as 'the barbarian at the gates of civilisation'. This suggests that discipline is an important factor in a person's development and education. It is the view of traditionalists that human nature is basically flawed and salvation lies only in disciplined socialisation.

The traditionalist Matthew Arnold conceptualised education as the transmission of certain worthwhile features of culture from one generation to the next. Arnold says 'the best that has been thought and said in the world' (Carr, 1991). This idea of education being transmitted is totally at odds with Dewey's view on learning through experience.

Another traditionalist Thomas Hobbes views education as a system whereby men may be brought into a state of relatively harmonious social co-operation with their fellow human beings. (Carr ,1991).

These educational traditionalists do not have much faith in the students' ability and their main philosophy remains that education is a flow of information in one direction and that students behave like sponges. These views are certainly not in line with those of Dewey.

While Pring focuses on the importance of education in the development of human character, Carr (2003) puts emphasis on the difference between human beings and *persons*. Education is an intentional process whereby humans are initiated into values and virtues promoting *personhood*. Carr dismisses the notion that people are educated through their experiences, since animals are known to do the same yet they are not considered to be educated. 'Realism' is the core philosophy here where he highlights the denial of liberal Philosophers of Education that education is a socialisation that is instrumental cultivating young people in certain skills and ideas.

Comment [R&F15]: Rather than listing alternative arguments under a separate heading it would be preferable to incorporate this discussion in the previous section. This would allow you to show more effectively that for each argument you put forward you have considered alternative and you have anticipated possible objections that could be advanced against your perspective.

Comment [R&F16]: Year? Page number?

Comment [R&F17]: Peters does not really comment on discipline hence this comment is not warranted. Hence in the following sentence (which can be retained) it would be more appropriate to speak of 'formal' or 'structured' socialisation. Unlike Dewey, Peters did not believe in education as product of informal processes.

Comment [R&F18]: Why? It this section had been incorporated in the earlier discussion you would have had a better opportunity to compare and contrast.

Conclusion

Thus, when considering the question what it means to be educated, we must first determine what we consider an educated person to be. We believe that an educated person actively participates in society. The educated person is one that is able to participate positively in society (or a community) and has learnt to enter in morally defensible relations with others. The educated person has learnt to be an autonomous thinker. We believe that the educated person has learned through living and has also been educated through the participation in life itself. We also believe that societal interaction is the main thoroughfare for education and vice versa, as it is seen in the curricular inclusion of subjects focussing on society in Ireland, the UK and the USA. In our acceptance of our true belief of what it means to be educated, we did consider opposing viewpoints such as those put forward by the traditionalists, however, we believe that for a person to be educated they must behave less like a sponge, merely absorbing information as the traditionalists would suggest, and become autonomous thinkers. This is what it truly means to be educated.

Comment [R&F20]: These two sentences are mostly descriptive and not necessary in a brief Philosophy essay.

Comment [R&F21]: One hopes that that the person that puts forward a belief accepts that belief! Otherwise that person would be lying in saying that that is what they believe. This makes this sentence non-sensical in philosophical terms and I suggest rephrasing

Comment [R&F22]: This element of traditionalist perspectives has not really been addressed in your discussion

Bibliography:

1. Barrow R and Woods R. (2007) *An Introduction to Philosophy of Education,* Routledge, London.

2. Bendar. A.K , Cunningham, D. Duffy, T.M & Perry, J.D. (1998) *Theory into practice: How do we link?*

3. Bruce A. Marlowe, Marilyn L.(2005) Creating *and sustaining the constructivist classroom.* Corwin Press.

4. Carr D. (2003). *Philosophy and the Meaning of Education,* Theory and Research in Education. [Online] Available from: http://tre.sagepub.com/cgi/content/abstract/1/2/195 Accessed:

5. Dewey, J. (1897) *My Pedagogic Creed*, University of Chicago.

6. Peters R.S. (1965) *Education as Initiation* in R. Curran (2007). Philosophy of Education: An Anthology, Blackwell, Oxford.

7. Pring, R. (2001) *Education as a Moral Practice,* Journal of Moral Education

8. Pring, R. (2004) *Philosophy of Education: Aims, Theory, Common Sense & Research*, Continuum Studies in Education, London

9. Schein and Bennis (1965) *Personal and organisational change through group methods: The laboratory approach,* J.Wiley and Sons. New York.

> **Comment [R&F23]:** There should be two separate lists. A) A reference list in which you include any source you have referred to or from which you have quoted from; B) a Bibliography where you can list any background reading that has informed your analysis but that has not been directly used in your essay.

Group X

Overall Mark: 53%

Qualification GDED2 **Module: ES556** *draft submission*

Criterion	H1	H2:1	H 2:2	H3	Fail
Organisation **7.2/15%**	**H1** LE= 10.5 MR =12.5 TE =15 A logical and well planned structure providing an appropriate framework for the orderly development of the assignment.	**H2:1** LE= 9 MR = 9.5 TE =10 A well planned study which develops the discussion in a clearly defined framework appropriate to the topic.	**H 2:2** LE = 7.7 MR = 8.2 TE = 8.7 Appropriately organised structure including a clearly discerned line of argument or development of the topic.	**H3** LE= 6 MR = 6.7 TE= 7.2 A satisfactory organisational structure allowing for a reasonable development of the topic	**Fail** LE = 2 MR = 3.5 TE = 5.5 Lacking an appropriate organisational framework and the full development of the topic under discussion
References **8.2/15%** 276	**H1** LE= 10.5 MR =12.5 TE =15 Skilled selection and synthesis of material drawn from lectures, tutor input, current sources and personal experience including critical evaluation of and appropriate quotation from this material	**H2:1** LE= 9 MR = 9.5 TE =10 Good selection and critical interpretation of a range of current sources including lecture inputs appropriate reading and personal experience	**H 2:2** LE = 7.7 MR = 8.2 TE = 8.7 Use of sufficient range of sources demonstrating familiarity with key texts, articles, lectures/seminars	**H3** LE= 6 MR = 6.7 TE= 7.2 Use of an adequate range of sources demonstrating reasonable knowledge of essential reading in the subject	**Fail** LE = 2 MR = 3.5 TE = 5.5 Incomplete breadth of reading of relevant literature and inadequate use of lecture input and personal experience
Analysis **20/ 40%**	**H1** LE =34 MR = 28 TE= 40 Skilfully and carefully developed identification and analysis of the key elements, themes and issues in relation to the topic demonstrating evidence of critical and creative thinking	**H2:1** LE =24 MR =25.5 TE = 27 Well developed interpretation and understanding of essential elements, themes and issues in relation to the topic	**H 2:2** LE = 20 MR =21.5 TE = 23 Adequate appraisal and understanding of important elements, themes and issues in relation to the topic	**H3** LE =16 MR =17.5 TE = 19 Satisfactory demonstration of knowledge and understanding of the key elements, themes and issues in relation to the topic	**Fail** LE = 5 MR=10 TE = 15 Incomplete knowledge and understanding of the key elements, themes and issues in relation to the topic
Relevance **11/20%**	**H1** LE =14MR =17TE =20 Intelligently linked to professional needs and experience and fully relevant to the topic under discussion	**H2:1** LE=12MR =12.7 TE =13.5 Makes good use of personal and professional experience and maintains a strong degree of relevance to the given assignment	**H 2:2** LE = 10.5MR = 11 TE = 11.5 Adequate application to professional and personal experience and reasonably relevant to the topic	**H3** LE=8 MR = 9TE= 10 Limited application of personal and professional experience and tendency to include irrelevant material	**Fail** LE = 3 MR = 5.5TE = 7.5 Linkage between assignment and professional experience incompletely developed and significant passages of no immediate relevance to the topic under discussion

	H1 LE=7.5 MR=8.5 TE= 10	H2:1 LE=6.5 MR=6.7 TE=6.9	H 2:2 LE=6 MR=6.2 TE=6.4	H3 LE=4 MR= 4.5 TE = 5.5	Fail LE = 1 MR = 2 TE = 3
Presentation **6.4/10%**	Skillful and exact use of language, high quality presentation, and accurate applications of academic convention	Well presented, fluent, readable and accurate	Appropriately presented, ideas clearly communicated, use and accuracy of language satisfactory, academic conventions complied with adequately	Presentation satisfactory, reasonable clarity of expression and use of language, satisfactory use of academic conventions	Expression and presentation not of a minimum acceptable standard

LE = LOW END OF GRADE BAND; MR= MID RANGE OF GRADE BAND; TE = TOP END OF GRADE BAND

Overall comment:

Hello[names removed],

Your essay presents some insightful comments and combines philosophical and non-philosophical sources quite effectively. However it reads more like a literature review than like an argumentation. You start off by making a valuable point but the focus gets gradually diluted and by the time you get to your "Alternative arguments" section it reads like a listing of various positions on education. You need to ensure that the argumentation is the core element of your essay and that the literature is brought in to show with what positions you are in agreement or disagreement with. Also ensure that the focus is kept on what it means to be educated. While a discussion of the meaning of education may serve as your basis you need to derive from such discussion the characteristics of the educated person you endorse. Also you need to consider whether the use of sub-headings in such a short essay was helpful. While it might have helped the process of assembling the essay and organising your thoughts, it has also fragmented the discussion. This has impinged on the quality of your argumentation. It is best to weave the alternative arguments into the main discussion of the position you endorse, as this will allow you to compare and contrast perspectives more effectively.

Advice for redrafting

- Bring your voice to the fore. While the various sources you have consulted are valuable they should be used to reinforce or contrast your perspective. If you bringing sources to show your awareness of alternative perspectives explain why your perspective is better. What flaws do you see in the alternative perspectives that led you to reject them?
- Consider revising the structure. In such a short essay subheadings fragment the discussion and affect coherence and cohesiveness.
- Avoid descriptive sentences. While these are acceptable in longer essays they dilute the discussion and takuse word count unnecessarily.
- Ensure that page numbers and year of publication are always presented when quoting directly from a source. If you are referring without quoting the year of publication is sufficient.

- Present two listing. A reference list and Bibliography list. Bibliographies are readings that inform the development of the answer but that have not been either quoted from or referred to in your essay. Any source that has been either referred to or quoted from should be included in the Reference list.

For more specific advice refer to the annotated comments on the essay.

The best of luck with redrafting!

Dear Student,

The purpose of this study is to evaluate the effectiveness of the Assessment & Feedback methods we used for this Module ES402.

We would like to get your opinions on the format of the module in enhancing the quality of the learning experience by providing a dialogical framework which was developed by Justin Rami & Francesca Lorenzi over three years during the teaching of modules ES204 and ES222. Your views and opinions sought regarding Assessment were used to help create this model.

This time the focus of this research is on the ASSESSMENT component of Module ES402 Philosophical Perspectives on Education (Lec: Francesca Lorenzi)

Our research aims establish whether this assessment format is suited to different student groups and a range Education Studies modules, and not just related to studying 'Assessment' as a subject.

Arrangements will be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.

The two researchers are Francesca Lorenzi & Justin Rami from the School of Education Studies.

*1. I have read the the 'purpose of this survey'and understand the information provided.

I am aware that my reflections and responses to a questionnaire may be anonymously quoted in School of Education Studies evaluations and Research-based papers.

I also confirm my that involvement in the Research Study is voluntary and there will be no penalty for withdrawing before all stages of the research have been completed.

○ Yes

○ No

*2. Previous teaching/training experience

○ admin role connected to teaching /training

○ currently full time teacher/trainer

○ currently part time teacher/trainer

○ no experience as teacher/trainer (outside of this course)

○ voluntary experience as teacher/trainer

○ Other (please specify)

✱3. Did you submit Task 1 draft essay?

○ Yes

○ No

4. What of the following comments best describes your reaction to the feedback and mark yo
(you can tick more than one box)

☐   I was pleasantly surprised by my result and how I was able to respond to the task

☐   I was disappointed with my result and how I was able to respond to the task

☐   I appreciated the level of detail in the feedback I received

☐   I was upset by the tone of the feedback I received

☐   I was more puzzled after receiving feedback than before

☐   I agreed with the feedback comments and clearly saw where I could improve

☐   I found the level of detail in the feedback off-putting

☐   I felt I did better than I was given credit for

☐   Other (please specify)

---

5. If you did submit a Task 1 draft;

What aspect of the feedback you received did you find MOST useful?

---

6. What aspect of the feedback you received did you find LEAST useful?

---

*7. Were you able to transfer some of the advice received in your draft submission to task2?

	All of it	More than 50%	less than 50%	None of it
The amount of feedback used from task 1 to task 2	○	○	○	○

*8. Please indicate your level of agreement in relation the Assessment of module Es402

	Strongly Agree	Agree to Some extent	Disagree some ext
Through responding to the assessment tasks I acquired a good understanding of the module content	○	○	○
Assessment has helped me to established a good relationship with the lecturer	○	○	○
Feedback is fundamental to improve performance	○	○	○
Feedback half way a module is more beneficial for learning than at the end	○	○	○
I would like a similar approach to feedback to be used for other modules	○	○	○
Feedback motivated me to improve my performance	○	○	○

9. Can you offer suggestions for improving the quality of feedback on TASK 1 for module ES402?

*10. If you did not submit a TASK 1 draft why did you decide not to?

☐ Question Does not apply (I did submit Draft 1)

☐ Time Pressure (other comittments)

☐ I am confident in my performance (I felt I did not need to submit a draft)

☐ I prefer to address assessment at the end of a module

*11. Express your level of agreement with the following statements;

	Strongly agree	Agree	Disagree	Strongly Disagree
Assessment works best when it is ongoing, not episodic.	○	○	○	○
Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.	○	○	○	○
Through assessment, educators meet responsibilities to students and to the public.	○	○	○	○
Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.	○	○	○	○
Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	○	○	○	○
Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.	○	○	○	○
Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.	○	○	○	○
The assessment of student learning begins with educational values: We measure what is most important to our mission and goals.	○	○	○	○

Comments regarding any of the above (please specify)

*12. Please indicate your level of agreement in relation the Assessment of module Es402

	Strongly Agree	Agree to some extent	Disagree to some extent	Strongly Disagree
The assessment for this module is fair	○	○	○	○
The assessment for this module is clearly presented	○	○	○	○
The assessment for this module is clearly structured	○	○	○	○
The assessment for this module was aligned to the lecture content	○	○	○	○
I received support from the lecturer for the preparation of the assessment	○	○	○	○

*13. Has your views towards assessment changed as a result of undertaking this module?

○ Yes

○ No

If 'Yes', please explain how you attitude has changed

[text box]

14. Can you offer any suggestions for improving the quality of the assessment format for module ES402?

[text box]

Dear Student,

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○ Yes

○ No

*2. Previous teaching/training experience

○ admin role connected to teaching /training

○ currently full time teacher/trainer

○ currently part time teacher/trainer

○ no experience as teacher/trainer (outside of this course)

○ voluntary experience as teacher/trainer

○ Other (please specify)

*3. Please rate your level of agreement with the following statements:

	Strongly Agree	Agree	Agree to some extent	Disagree to some extent	Strongly disagree
The assessment format helped me to perform to the best of my ability.	○	○	○	○	○
The assessment format helped me to engage with the course content.	○	○	○	○	○
The assessment format encourged me to reflect on core educational themes.	○	○	○	○	○
The assessment format allowed me to express my own thinking.	○	○	○	○	○
The assessmentobjectives were well aligned with the module learning outcomes.	○	○	○	○	○
The assessment helped me to establish a good relationship with the lecturer.	○	○	○	○	○

4. What of the following comments best describes your reaction to the feedback and mark yo

(you can tick more than one box)

☐ I was pleasantly surprised by my result and how I was able to respond to the task

☐ I was disappointed with my result and how I was able to respond to the task

☐ I appreciated the level of detail in the feedback I received

☐ I was upset by the tone of the feedback I received

☐ I was more puzzled after receiving feedback than before

☐ I agreed with the feedback comments and clearly saw where I could improve

☐ I found the level of detail in the feedback off-putting

☐ I felt I did better than I was given credit for

☐ Other (please specify)

5. If you did submit a Task 1 draft;

What aspect of the feedback you received did you find MOST useful?

6. What aspect of the feedback you received did you find LEAST useful?

*7. Were you able to transfer some of the advice received in your draft submission to task2?

	All of it	More than 50%	less than 50%	None of it
The amount of feedback used from task 1 to task 2	○	○	○	○

*8. Please indicate your level of agreement in relation the Assessment of module Es402

	Strongly Agree	Agree	Agree to Some extent	Dis som
Feedback is fundamental to improve performance	○	○	○	
Feedback half way a module is more beneficial for learning than at the end	○	○	○	
I would like a similar approach to feedback to be used for other modules	○	○	○	
Feedback motivated me to improve my performance	○	○	○	

9. Can you offer suggestions for improving the quality of feedback on TASK 1 for module ES402?

✱10. Express your level of agreement with the following statements;

	Strongly agree	Agree	Disagree	Strongly Disagree
Assessment works best when it is ongoing, not episodic.	○	○	○	○
Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.	○	○	○	○
Through assessment, educators meet responsibilities to students and to the public.	○	○	○	○
Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.	○	○	○	○
Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	○	○	○	○
Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.	○	○	○	○
Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.	○	○	○	○
The assessment of student learning begins with educational values: We measure what is most important to our mission and goals.	○	○	○	○

Comments regarding any of the above (please specify)

[text box]

✱11. Please indicate your level of agreement in relation the Assessment of module Es402

	Strongly Agree	Agree to some extent	Disagree to some extent	Strongly Disagree
The assessment for this module is fair	○	○	○	○
The assessment for this module is clearly presented	○	○	○	○
The assessment for this module is clearly structured	○	○	○	○
I received support from the lecturer for the preparation of the assessment	○	○	○	○
Interacting with my group for task 1 helped me to perform better	○	○	○	○
Interacting with my group for task 1 helped me to understand the module content better	○	○	○	○

✱12. Has your views towards assessment changed as a result of undertaking this module?

○ Yes

○ No

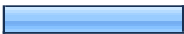If 'Yes', please explain how you attitude has changed

[text box]

13. Can you offer any suggestions for improving the quality of the assessment format for module ES402?

ES556 Assessment feedback GDED2 2011

1. I have read the the 'purpose of this survey'and understand the information provided. I am aware that my reflections and responses to a questionnaire may be anonymously quoted in School of Education Studies evaluations and Research-based papers. I also confirm my that involvement in the Research Study is voluntary and there will be no penalty for withdrawing before all stages of the research have been completed.

		Response Percent	Response Count
Yes		**100.0%**	**19**
No		0.0%	0
	answered question		19
	skipped question		0

2. Previous teaching/training experience

		Response Percent	Response Count
no experience as teacher/trainer (outside of this course)		5.9%	1
currently part time teacher/trainer		**58.8%**	**10**
currently full time teacher/trainer		29.4%	5
voluntary experience as teacher/trainer		0.0%	0
admin role connected to teaching /training		0.0%	0
Other (please specify)		5.9%	1
	answered question		17
	skipped question		2

3. Please rate your level of agreement with the following statements:

	Strongly Agree	Agree	Agree to some extent	Disagree to some extent	Strongly disagree	Rating Average	Response Count
The assessment format helped me to perform to the best of my ability.	**42.9% (6)**	35.7% (5)	14.3% (2)	7.1% (1)	0.0% (0)	1.86	14
The assessment format helped me to engage with the course content.	28.6% (4)	**57.1% (8)**	14.3% (2)	0.0% (0)	0.0% (0)	1.86	14
The assessment format encourged me to reflect on core educational themes.	26.7% (4)	**73.3% (11)**	0.0% (0)	0.0% (0)	0.0% (0)	1.73	15
The assessment format allowed me to express my own thinking.	14.3% (2)	**71.4% (10)**	14.3% (2)	0.0% (0)	0.0% (0)	2.00	14
The assessmentobjectives were well aligned with the module learning outcomes.	**35.7% (5)**	**35.7% (5)**	21.4% (3)	7.1% (1)	0.0% (0)	2.00	14
The assessment helped me to establish a good relationship with the lecturer.	21.4% (3)	**42.9% (6)**	28.6% (4)	0.0% (0)	7.1% (1)	2.29	14
					answered question		15
					skipped question		4

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4. What of the following comments best describes your reaction to the feedback and mark you received? (you can tick more than one box)

		Response Percent	Response Count
I was pleasantly surprised by my result and how I was able to respond to the task		35.7%	5
I was disappointed with my result and how I was able to respond to the task		0.0%	0
I appreciated the level of detail in the feedback I received		**78.6%**	**11**
I was upset by the tone of the feedback I received		0.0%	0
I was more puzzled after receiving feedback than before		0.0%	0
I agreed with the feedback comments and clearly saw where I could improve		57.1%	8
I found the level of detail in the feedback off-putting		0.0%	0
I felt I did better than I was given credit for		0.0%	0
Other (please specify)		7.1%	1
		answered question	14
		skipped question	5

5. If you did submit a Task 1 draft; What aspect of the feedback you received did you find MOST useful?

	Response Count
	13
answered question	13
skipped question	6

6. What aspect of the feedback you received did you find LEAST useful?

	Response Count
	11
answered question	11
skipped question	8

7. Were you able to transfer some of the advice received in your draft submission to task2?

	All of it	More than 50%	less than 50%	None of it	Rating Average	Response Count
The amount of feedback used from task 1 to task 2	40.0% (6)	**53.3% (8)**	0.0% (0)	6.7% (1)	1.73	15
					answered question	15
					skipped question	4

8. Please indicate your level of agreement in relation the Assessment of module Es402

	Strongly Agree	Agree	Agree to Some extent	Disagree to some extent	Strongly Disagree	Rating Average	Response Count
Feedback is fundamental to improve performance	**93.3% (14)**	0.0% (0)	6.7% (1)	0.0% (0)	0.0% (0)	1.13	15
Feedback half way a module is more beneficial for learning than at the end	**66.7% (10)**	26.7% (4)	6.7% (1)	0.0% (0)	0.0% (0)	1.40	15
I would like a similar approach to feedback to be used for other modules	**53.3% (8)**	26.7% (4)	13.3% (2)	6.7% (1)	0.0% (0)	1.73	15
Feedback motivated me to improve my performance	**60.0% (9)**	26.7% (4)	13.3% (2)	0.0% (0)	0.0% (0)	1.53	15
						answered question	15
						skipped question	4

9. Can you offer suggestions for improving the quality of feedback on TASK 1 for module ES402?

	Response Count
	8
answered question	8
skipped question	11

10. Express your level of agreement with the following statements;

	Strongly agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
Assessment works best when it is ongoing, not episodic.	26.7% (4)	**46.7% (7)**	26.7% (4)	0.0% (0)	2.00	15
Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.	42.9% (6)	**57.1% (8)**	0.0% (0)	0.0% (0)	1.57	14
Through assessment, educators meet responsibilities to students and to the public.	26.7% (4)	**60.0% (9)**	13.3% (2)	0.0% (0)	1.87	15
Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.	**46.7% (7)**	**46.7% (7)**	6.7% (1)	0.0% (0)	1.60	15
Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	40.0% (6)	**60.0% (9)**	0.0% (0)	0.0% (0)	1.60	15
Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.	40.0% (6)	**60.0% (9)**	0.0% (0)	0.0% (0)	1.60	15
Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.	28.6% (4)	**71.4% (10)**	0.0% (0)	0.0% (0)	1.71	14
The assessment of student learning begins with educational values: We measure what is most important to our mission and goals.	26.7% (4)	**73.3% (11)**	0.0% (0)	0.0% (0)	1.73	15

Comments regarding any of the above (please specify)	1

answered question	**15**
skipped question	**4**

11. Please indicate your level of agreement in relation the Assessment of module Es402

	Strongly Agree	Agree to some extent	Disagree to some extent	Strongly Disagree	Rating Average	Response Count
The assessment for this module is fair	**53.3% (8)**	40.0% (6)	6.7% (1)	0.0% (0)	1.53	15
The assessment for this module is clearly presented	**60.0% (9)**	33.3% (5)	6.7% (1)	0.0% (0)	1.47	15
The assessment for this module is clearly structured	**66.7% (10)**	26.7% (4)	6.7% (1)	0.0% (0)	1.40	15
I received support from the lecturer for the preparation of the assessment	**60.0% (9)**	33.3% (5)	6.7% (1)	0.0% (0)	1.47	15
Interacting with my group for task 1 helped me to perform better	**53.3% (8)**	20.0% (3)	13.3% (2)	13.3% (2)	1.87	15
Interacting with my group for task 1 helped me to understand the module content better	**46.7% (7)**	33.3% (5)	6.7% (1)	13.3% (2)	1.87	15
					answered question	15
					skipped question	4

12. Has your views towards assessment changed as a result of undertaking this module?

		Response Percent	Response Count
Yes		46.7%	7
No		**53.3%**	8
	If 'Yes', please explain how you attitude has changed		7
		answered question	15
		skipped question	4

13. Can you offer any suggestions for improving the quality of the assessment format for module ES402?

	Response Count
304	8
answered question	8
skipped question	11

Page 2, Q2. Previous teaching/training experience

1	special needs assistant and sub teacher	May 20, 2011 11:18 AM

Page 4, Q4. What of the following comments best describes your reaction to the feedback and mark you received? (you can tick more than one box)

1	N/A as results have not yet been received	May 20, 2011 7:33 AM

Page 4, Q5. If you did submit a Task 1 draft;

What aspect of the feedback you received did you find MOST useful?

1	The feedback was very informative, showing areas that need to be improved and hopefully allowed us to improve on our final draft	Jun 1, 2011 8:22 PM
2	Reference n not to reply in the you sense	May 31, 2011 9:15 PM
3	All aspects of the feedback were useful most especially outlining what we had done well, the identification of words / sentences to improve or remove	May 24, 2011 6:41 PM
4	I found the feedback to be very welcome, it meant that as a group we could see the areas that needed improving and the areas which were on point.	May 24, 2011 10:26 AM
5	The detail and direction provided.	May 23, 2011 1:13 PM
6	It was great guidance on what was expected in writing a philosophy lecture as quite honestly I had never written one before and wasn't sure what the correct format was.It helped me to overcome the pitfalls which I was falling into.	May 23, 2011 9:19 AM
7	It was so detailed and all very useful	May 23, 2011 8:01 AM
8	The prescriptive nature of the comments	May 23, 2011 4:58 AM
9	Tips on how to structure argument throughout the essay	May 22, 2011 9:57 PM
10	It was very thorough and gave very valuable pointers as to how to improve the second draft (group essay)	May 20, 2011 11:22 AM
11	written report attached to essay	May 20, 2011 10:00 AM
12	The detail of the feedback helped focus my study	May 20, 2011 9:36 AM
13	that the feedback involved questions that I felt we could then address as a group	May 19, 2011 6:07 PM

Page 4, Q6. What aspect of the feedback you received did you find LEAST useful?

1	none	Jun 1, 2011 8:22 PM
2	N/a	May 31, 2011 9:15 PM
3	None	May 24, 2011 6:41 PM
4	I found all the feedback to be of great use.	May 24, 2011 10:26 AM
5	None - feedback was useful in improving assignment content	May 23, 2011 1:13 PM
6	none of it , it was all useful	May 23, 2011 9:19 AM
7	None	May 23, 2011 8:01 AM
8	Comments on the theme of the piece - it seemed to imply the requirement to change our opinion.	May 23, 2011 4:58 AM
9	none	May 22, 2011 9:57 PM
10	No Complaints	May 20, 2011 11:22 AM
11	None	May 19, 2011 6:07 PM

Page 4, Q9. Can you offer suggestions for improving the quality of feedback on TASK 1 for module ES402?

1	no - quality of feedback was excellent	Jun 1, 2011 8:22 PM
2	N/a	May 31, 2011 9:15 PM
3	Possibly some direction on which readings would improve the assignment, advice on how to divide the work - writing a group essay is difficult and this is th eonly module which required us to do so.	May 24, 2011 6:41 PM
4	No !! Because I personally feel it was excellent feed back	May 23, 2011 9:19 AM
5	None	May 23, 2011 8:01 AM
6	No it was perfect	May 22, 2011 9:57 PM
7	No	May 20, 2011 11:22 AM
8	No - it was perfect.	May 19, 2011 6:07 PM

Page 5, Q10. Express your level of agreement with the following statements;

1	Hard to work as a group as there are very dominate players	May 31, 2011 9:19 PM

	Page 5, Q12. Has your views towards assessment changed as a result of undertaking this module?	
1	yes, i would be in favour of all modules adopting a similar format	Jun 1, 2011 8:29 PM
2	The necessity for feedback for a course of study and a different style of writing / presenting an argument which I hadn't experienced before - ie philosophy	May 24, 2011 6:45 PM
3	I really benefited from the assessment in this module and I would like to see it introduced in other modules as well for future students.	May 23, 2011 9:23 AM
4	I have now taken the time to provide detailed students to my exam students on some exam questions	May 23, 2011 8:04 AM
5	Yes, my attitude has changed because of the detail of feedback it was very helpful.	May 22, 2011 9:59 PM
6	The value of feedback and positive group cooperation and constructive teamwork was invaluable	May 20, 2011 11:26 AM
7	I have adapted my own level of feedback to students to be more detailed than before.	May 19, 2011 6:08 PM

Page 5, Q13. Can you offer any suggestions for improving the quality of the assessment format for module ES402?
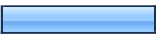
1	Group work was an issue with some members of the group not contributing in any way to the end assignment and some structure/penalty could be in place to address this matter. It was very frustrating that some people made no effort, yet will benefit from the result	Jun 1, 2011 8:29 PM
2	If the group task could be handed in a little later that would allow students to be more familiar with the concepts. I found that we didnt really get started until near the due date as we all felt that we needed to continue reading before we could offer input	May 23, 2011 8:04 AM
3	I found the group task an unfair means of assessment. Having been requested to be removed from the group by some of its members before work started due to its large size, I felt compelled to limit my intellectual contribution or 'row in' with the group's opinion despite the fact that I felt our submission to be less than adequate. I also felt that the contribution of some members of the group was little or even non-existent.	May 23, 2011 5:08 AM
4	no	May 22, 2011 9:59 PM
5	It is a 'heavy' topic and if should be timetabled with a lighter topic ie having it and psychology on the same evening was very demanding	May 20, 2011 11:26 AM
6	smaller groups	May 20, 2011 10:03 AM
7	While the group task was good for me personally I did find it frustrating that certain members contributed nothing and yet benefitted from our work. i feel this issue should be addressed in that we as a group must sign of on the contribution of each member.	May 20, 2011 9:40 AM
8	I would be clearer about what the assignment questions are as they were quite difficult to ascertain sometimes.	May 19, 2011 6:08 PM

ES402 Assessment Survey 2011 (BET3)

1. I have read the the 'purpose of this survey'and understand the information provided. I am aware that my reflections and responses to a questionnaire may be anonymously quoted in School of Education Studies evaluations and Research-based papers. I also confirm my that involvement in the Research Study is voluntary and there will be no penalty for withdrawing before all stages of the research have been completed.

		Response Percent	Response Count
Yes		95.8%	23
No		4.2%	1
	answered question		24
	skipped question		0
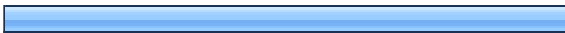
2. Previous teaching/training experience

		Response Percent	Response Count
no experience as teacher/trainer (outside of this course)		5.0%	1
currently part time teacher/trainer		**45.0%**	**9**
currently full time teacher/trainer		25.0%	5
voluntary experience as teacher/trainer		5.0%	1
admin role connected to teaching /training		10.0%	2
Other (please specify)		10.0%	2
	answered question		20
	skipped question		4

3. Did you submit Task 1 draft essay?

		Response Percent	Response Count
Yes		**85.0%**	**17**
No		15.0%	3
	answered question		20
	skipped question		4

4. What of the following comments best describes your reaction to the feedback and mark you received? (you can tick more than one box)

		Response Percent	Response Count
I was pleasantly surprised by my result and how I was able to respond to the task		60.0%	9
I was disappointed with my result and how I was able to respond to the task		0.0%	0
I appreciated the level of detail in the feedback I received		**93.3%**	**14**
I was upset by the tone of the feedback I received		0.0%	0
I was more puzzled after receiving feedback than before		0.0%	0
I agreed with the feedback comments and clearly saw where I could improve		73.3%	11
I found the level of detail in the feedback off-putting		6.7%	1
I felt I did better than I was given credit for		0.0%	0
Other (please specify)		0.0%	0
	answered question		15
	skipped question		9

5. If you did submit a Task 1 draft; What aspect of the feedback you received did you find MOST useful?

	Response Count
312	15
answered question	15
skipped question	9

6. What aspect of the feedback you received did you find LEAST useful?

	Response Count
	14
answered question	14
skipped question	10

7. Were you able to transfer some of the advice received in your draft submission to task2?

	All of it	More than 50%	less than 50%	None of it	Rating Average	Response Count
The amount of feedback used from task 1 to task 2	46.7% (7)	**53.3% (8)**	0.0% (0)	0.0% (0)	1.53	15
					answered question	15
					skipped question	9

8. Please indicate your level of agreement in relation the Assessment of module Es402

	Strongly Agree	Agree to Some extent	Disagree to some extent	Strongly Disagree	Rating Average	Response Count
Through responding to the assessment tasks I acquired a good understanding of the module content	**66.7% (10)**	33.3% (5)	0.0% (0)	0.0% (0)	1.33	15
Assessment has helped me to established a good relationship with the lecturer	**60.0% (9)**	33.3% (5)	0.0% (0)	6.7% (1)	1.53	15
Feedback is fundamental to improve performance	**100.0% (15)**	0.0% (0)	0.0% (0)	0.0% (0)	1.00	15
Feedback half way a module is more beneficial for learning than at the end	**93.3% (14)**	6.7% (1)	0.0% (0)	0.0% (0)	1.07	15
I would like a similar approach to feedback to be used for other modules	**93.3% (14)**	6.7% (1)	0.0% (0)	0.0% (0)	1.07	15
Feedback motivated me to improve my performance	**86.7% (13)**	13.3% (2)	0.0% (0)	0.0% (0)	1.13	15
				answered question		**15**
				skipped question		**9**

9. Can you offer suggestions for improving the quality of feedback on TASK 1 for module ES402?

	Response Count
	15
answered question	**15**
skipped question	**9**

10. If you did not submit a TASK 1 draft why did you decide not to?

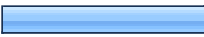|		Response Percent	Response Count
Question Does not apply (I did submit Draft 1)		**57.1%**	**8**
Time Pressure (other comittments)		7.1%	1
I am confident in my performance (I felt I did not need to submit a draft)		0.0%	0
I prefer to address assessment at the end of a module		0.0%	0
		answered question	14
		skipped question	10

11. Express your level of agreement with the following statements;

	Strongly agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
Assessment works best when it is ongoing, not episodic.	**78.6% (11)**	21.4% (3)	0.0% (0)	0.0% (0)	1.21	14
Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.	**92.9% (13)**	7.1% (1)	0.0% (0)	0.0% (0)	1.07	14
Through assessment, educators meet responsibilities to students and to the public.	42.9% (6)	**50.0% (7)**	0.0% (0)	7.1% (1)	1.71	14
Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.	**50.0% (7)**	**50.0% (7)**	0.0% (0)	0.0% (0)	1.50	14
Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.	**71.4% (10)**	28.6% (4)	0.0% (0)	0.0% (0)	1.29	14
Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.	**71.4% (10)**	28.6% (4)	0.0% (0)	0.0% (0)	1.29	14
Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.	**50.0% (7)**	**50.0% (7)**	0.0% (0)	0.0% (0)	1.50	14
The assessment of student learning begins with educational values: We measure what is most important to our mission and goals.	46.2% (6)	**53.8% (7)**	0.0% (0)	0.0% (0)	1.54	13

Comments regarding any of the above (please specify)	2

answered question	**14**
skipped question	**10**

12. Please indicate your level of agreement in relation the Assessment of module Es402

	Strongly Agree	Agree to some extent	Disagree to some extent	Strongly Disagree	Rating Average	Response Count
The assessment for this module is fair	**93.3% (14)**	6.7% (1)	0.0% (0)	0.0% (0)	1.07	15
The assessment for this module is clearly presented	**80.0% (12)**	20.0% (3)	0.0% (0)	0.0% (0)	1.20	15
The assessment for this module is clearly structured	**86.7% (13)**	6.7% (1)	6.7% (1)	0.0% (0)	1.20	15
The assessment for this module was aligned to the lecture content	**80.0% (12)**	13.3% (2)	6.7% (1)	0.0% (0)	1.27	15
I received support from the lecturer for the preparation of the assessment	**66.7% (10)**	26.7% (4)	0.0% (0)	6.7% (1)	1.47	15
				answered question		15
				skipped question		9

13. Has your views towards assessment changed as a result of undertaking this module?

		Response Percent	Response Count
Yes		**66.7%**	**10**
No		33.3%	5
If 'Yes', please explain how you attitude has changed			10
		answered question	15
		skipped question	9

14. Can you offer any suggestions for improving the quality of the assessment format for module ES402?

	Response Count
	9
answered question	9
skipped question	15

Page 2, Q2. Previous teaching/training experience	
1 Youth Development Officer training volunteers.	Feb 15, 2011 2:26 PM
2 I	Feb 15, 2011 10:15 AM

Page 4, Q5. If you did submit a Task 1 draft;

What aspect of the feedback you received did you find MOST useful?

1	All of it. It provided a direction and indicated what points I needed to improve and elaborate on. It also confirmed that I had engaged with the module and needed to tweak some points to improve my grade	Feb 16, 2011 11:35 PM
2	It clearly showed where I could improve and certain actions I could make which would benefit the task of writing philosophy in general.	Feb 16, 2011 7:25 PM
3	The difference in the format between writing an acedemic assignment and a philosophical assignment and also the annotated feedback	Feb 16, 2011 1:07 PM
4	The feedback was really detailed and gave me huge support. I realised and understood referencing for the first time and my marks will improve all round.	Feb 15, 2011 2:34 PM
5	Finding the right voice for the piece	Feb 15, 2011 1:25 PM
6	feedback was excellent	Feb 15, 2011 12:54 PM
7	The clear detailed approach applied to the feedback highlighted the areas needed to be changed.	Feb 15, 2011 12:43 PM
8	The level of detail and particularly the annotated feedback.	Feb 15, 2011 10:39 AM
9	The detailed annotated comments were very explicit and helpful in re-drafting the assignment.	Feb 15, 2011 9:53 AM
10	The level of feedback was amazing, thorough and detailed. I found it difficult to change to the philosophical style, but seen the way to do it from the feedback.	Feb 14, 2011 10:00 PM
11	I fouund all of the feedback extreamly usefull, I also appriciated the time and commitment to my work and it helped me hugely,	Feb 14, 2011 9:46 PM
12	feedback was paragraph by paragraph so very easy to follow and understand	Feb 14, 2011 9:28 PM
13	I found most the feedback very useful as it was broken down into sections, i.e. The Level, H1, H2:1, H2:2 etc. and gave me a better understanding of what was required and where I could improve.	Feb 14, 2011 5:36 PM
14	The suggestions from Francesca on what to focus on i.e I expanded on a small point I had made in the draft submission	Feb 14, 2011 2:46 PM
15	All of the feedback was useful but for me I suppose it was in relation to the layout of essay. I struggle with writing and found the feedback relating to paragraphs and organisation very useful.	Feb 14, 2011 2:43 PM

1	None	Feb 16, 2011 11:35 PM
2	N/A	Feb 16, 2011 7:25 PM
3	All feed back was useful	Feb 16, 2011 1:07 PM
4	None I found it all very useful	Feb 15, 2011 2:34 PM
5	All was helpful	Feb 15, 2011 1:25 PM
6	all was useful	Feb 15, 2011 12:43 PM
7	The restructuring of a sentence.	Feb 15, 2011 10:39 AM
8	N/A	Feb 15, 2011 9:53 AM
9	none	Feb 14, 2011 10:00 PM
10	None I took on board all the feedback and I can honestely say I learned from all of the feedback.	Feb 14, 2011 9:46 PM
11	By correcting some paragraphs effected my word courd so i had to drop some paragraphs that had recieved good feedback.	Feb 14, 2011 9:28 PM
12	None. It was all relevant and each aspect was important in itself, even down to the referencing.	Feb 14, 2011 5:36 PM
13	I found the feedback EXCELLENT. This was the most enjoyable module i have studied in DCU to date, largely because I felt like I knew exactly what was expected of me in the essay.	Feb 14, 2011 2:46 PM
14	All of the feedback was useful so it is hard to pick the least useful element but I did find it a little bit tricky in understanding fully some points made by the lecturer as I felt I did not reach that level of expertise with the module.	Feb 14, 2011 2:43 PM

	Page 4, Q9. Can you offer suggestions for improving the quality of feedback on TASK 1 for module ES402?	
1	I thought the feedback was excellent and very detailed which was appreciated. The lecturer understood the students had never written a philosophy essay before and is very different to other modules. I cannot suggest any improvements, It was the best feedback I ever received and reflected the lecturer's passion for teaching and caring for students.	Feb 16, 2011 11:35 PM
2	No I found it one of the better modules	Feb 16, 2011 7:25 PM
3	Whilst written feedback is valuable a meeting in person whilst time consuming would enhance the feedback where further points could be clarified if required.	Feb 16, 2011 1:07 PM
4	If participants received feedback in all modules this way they would benefit much more and feel much more included in the whole experience.	Feb 15, 2011 2:34 PM
5	No it was very detailed and helpful. It gave me and others in the group confidence in what they were doing and direction for future work.	Feb 15, 2011 1:25 PM
6	not really as i was very happy with the feedback i recieved	Feb 15, 2011 12:54 PM
7	The feedback was excellent, clear and concise. Delivered within the time frame that enabled you to change your essay before submitting. The only suggestion would be a feedback meeting with the feedback to clarify any areas of confusion. But this would only be if there was confusion.	Feb 15, 2011 12:43 PM
8	I found the feedback perfect and can't offer suggestions	Feb 15, 2011 10:39 AM
9	I appreciated the personal tone of the feedback and the sensitively phrased suggestions for improving my work	Feb 15, 2011 9:53 AM
10	A good discussion on the philosophy model of assignment would have been helpful & to be shown a sample.	Feb 14, 2011 10:00 PM
11	The feedback was amazing and helped me to understand where at times I have lost track of the question and answer it to the best of my ability. I felt this feedback was the best support I received during my whole time in D,C,U.	Feb 14, 2011 9:46 PM
12	no	Feb 14, 2011 9:28 PM
13	The layout of the feedback could be improved, in that the headings could be made clearer by being in a bigger typeface and the typed feedback would be better on portrait A4 paper, as it is difficult to read across landscape A4.	Feb 14, 2011 5:36 PM
14	Not really, I think it worked really well.	Feb 14, 2011 2:46 PM
15	This type of feedback was excellent and I really wish it was available in all my modules. I did find however it took a lot of my time in preparing the draft and then working on the feedback, which left not as much time to focus on the other 2 parts of the assignment. But overall I was extremely happy with how this module was organised and with the motivation and encouragement I received from the lecturer who I felt truly "Cared" about my learning as I felt this subject is a bit tricky to get to grasps with then others but i am glad I took part in it . Thank you	Feb 14, 2011 2:43 PM

	Page 5, Q10. If you did not submit a TASK 1 draft why did you decide not to?

Page 5, Q11. Express your level of agreement with the following statements;

1	Assessent is most successful as a learning and improvement tool when done throughtout the module but quality feedback of where improvement can be made is essential throughout to afford an opportunity to improve before futher assessment occurs. Feedback after assessment is less valuable as perfomance is greatly improved when able to respond to the feedback and repeat the process.	Feb 16, 2011 1:12 PM
2	Assessment when ongoing, clarifies if there are problem areas for the student in the course at an early stage rather than waiting for the end and fail in an exam.	Feb 15, 2011 12:50 PM

	Page 5, Q13. Has your views towards assessment changed as a result of undertaking this module?	
1	I feel that a draft assessment mid way through the process was very benificial and should be applied to other modules on this course. I fully support assessment in this format in place of exams.	Feb 16, 2011 11:41 PM
2	It reinforced the need for feedback before the final task is submitted.	Feb 16, 2011 7:29 PM
3	I always felt that the method used in this module with feedback given to assist improvement is the way it should be done as opposed to taking place at the end of the module where improvement for that module is not now possible	Feb 16, 2011 1:12 PM
4	Ongoing assessment is a real support to participants and motivated me to work harder on the module as I could see where I might have being going off the topic and I dont think months later I would value the feedback the same.	Feb 15, 2011 2:40 PM
5	I believe that continious assesment is better able to measure the knowlege which the student will carry away with them for the long term.	Feb 15, 2011 1:30 PM
6	i didnt realise there was so much to assessment and as a result it has changed my approach to assessment exercises	Feb 15, 2011 12:56 PM
7	Because of the opportunity to submitt a test document it gave me the opportunity to change, focus and gain more insight into the module, resulting in a higher level of understanding and knowledge gained in this module. Rather than just completing an assessment and hoping you ticked the right boxes.	Feb 15, 2011 12:50 PM
8	more mid way feedback would help in other subjects	Feb 14, 2011 9:36 PM
9	I think it was the only time assessment has been really positive - you have time to change. what is the point in getting feedback after the fact?	Feb 14, 2011 2:48 PM
10	I would be encouraged to use this type of assessment in my work if their was this possibility.	Feb 14, 2011 2:45 PM

	Page 5, Q14. Can you offer any suggestions for improving the quality of the assessment format for module ES402?		
1	No the instructions were clear, consise and covered the course content.	Feb 16, 2011 11:41 PM
2	No	Feb 16, 2011 7:29 PM
3	Personal meetings with the tutor to complement wtitten feedback	Feb 16, 2011 1:12 PM
4	I thought the assessment was really a great support and incentive to do better.	Feb 15, 2011 2:40 PM
5	Time permitting, incorporate a brief presentation on ones opinion. Alternatively hold a debate on 1 philosophical topic as a non-assessed formative exercise.	Feb 15, 2011 10:47 AM
6	More time for one-to-one discussion of feedback with lecturer	Feb 15, 2011 9:58 AM
7	The draft while a great help, was pressure due to the amount of assessments. 11 assignments (some modules broken into 2 or 3 pieces) made it a hugely time poor semester.	Feb 14, 2011 10:06 PM
8	no	Feb 14, 2011 9:36 PM
9	Really good module, interesting and the assessment was fair.	Feb 14, 2011 2:48 PM