COMP3530/6353 Systems Engineering for Software Engineers

Common Assessment Process – Evaluation & Assessment Report

Tutorial Facilitation
Tute C – Week 5 Sustainability

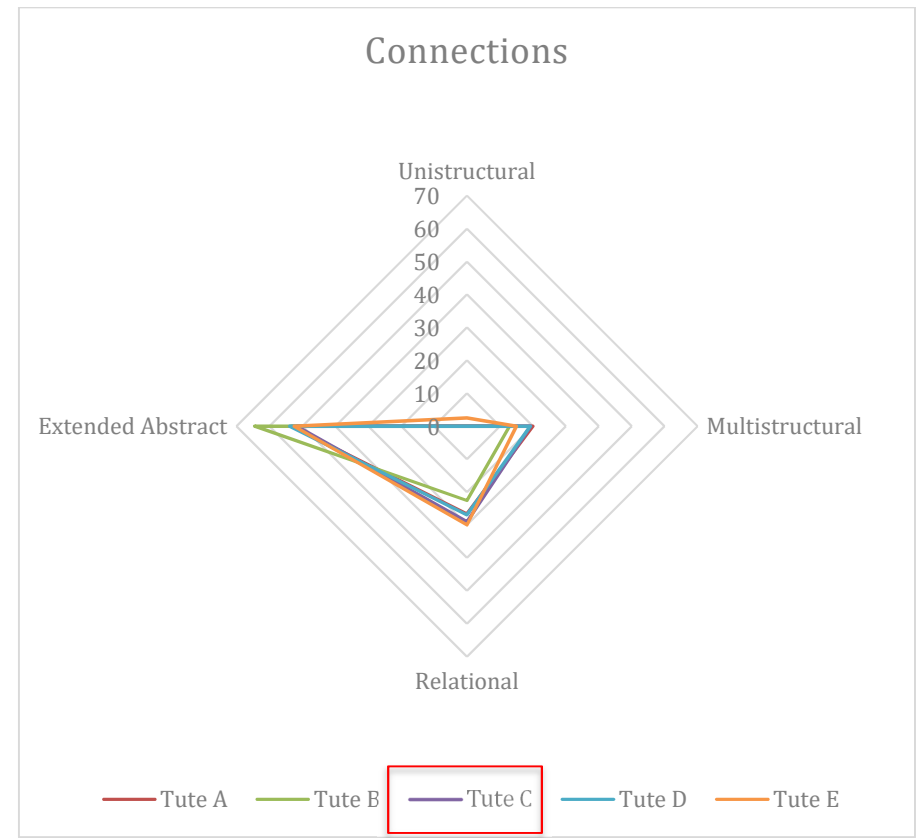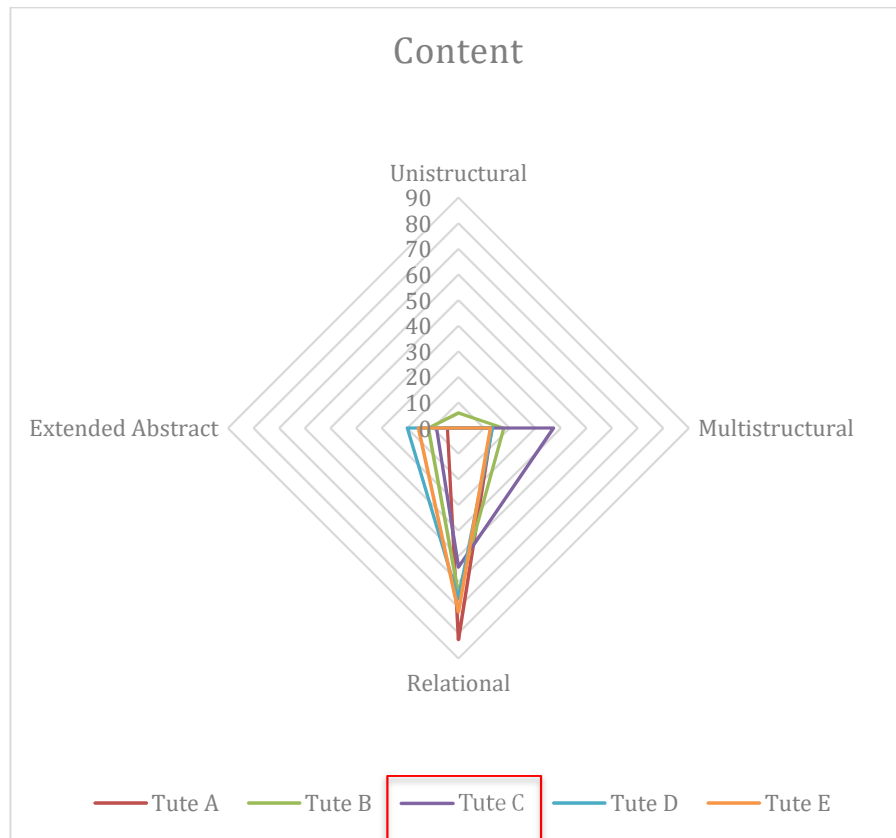|	0-49	50-64	65-79	80-100
TUTE A	Unistructural	Multistructural	Relational	Extended Abstract
Content	4.55	0.00	81.82	13.64
Connections	0.00	8.00	24.00	68.00
Facilitation	0.00	48.15	40.74	11.11
Organisation	0.00	31.82	54.55	13.64
Goal/Clarity	6.90	17.24	55.17	20.69
TUTE B	Unistructural	Multistructural	Relational	Extended Abstract
Content	6.45	25.81	64.52	3.23
Connections	6.06	33.33	18.18	42.42
Facilitation	11.54	53.85	30.77	3.85
Organisation	3.57	57.14	39.29	0.00
Goal/Clarity	3.03	42.42	48.48	6.06
TUTE C	Unistructural	Multistructural	Relational	Extended Abstract
Content	17.65	17.65	44.12	20.59
Connections	16.67	41.67	8.33	33.33
Facilitation	0.00	53.57	46.43	0.00
Organisation	0.00	46.15	46.15	7.69
Goal/Clarity	22.73	36.36	36.36	4.55
TUTE D	Unistructural	Multistructural	Relational	Extended Abstract
Content	0.00	41.67	37.50	20.83
Connections	3.85	53.85	7.69	34.62
Facilitation	0.00	59.26	29.63	11.11
Organisation	24.00	32.00	32.00	12.00
Goal/Clarity	10.00	35.00	50.00	5.00
TUTE E	Unistructural	Multistructural	Relational	Extended Abstract
Content	3.70	40.74	48.15	7.41
Connections	20.83	33.33	12.50	33.33
Facilitation	30.77	34.62	30.77	3.85
Organisation	4.00	48.00	40.00	8.00
Goal/Clarity	11.11	40.74	40.74	7.41

Content

Connections

Facilitation

Unistructural
60
50
40
30
20
10
0
Extended Abstract — Multistructural
Relational

Tute A   Tute B   Tute C   Tute D   Tute E

Organisation

Unistructural
60
50
40
30
20
10
0
Extended Abstract — Multistructural
Relational

Tute A   Tute B   Tute C   Tute D   Tute E

3
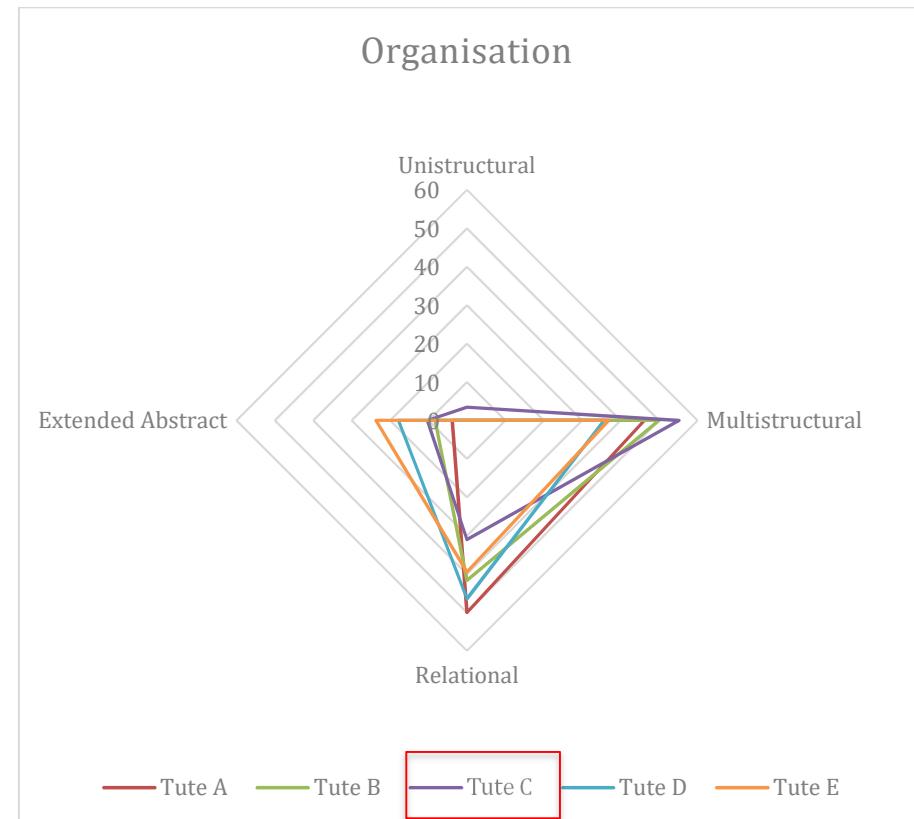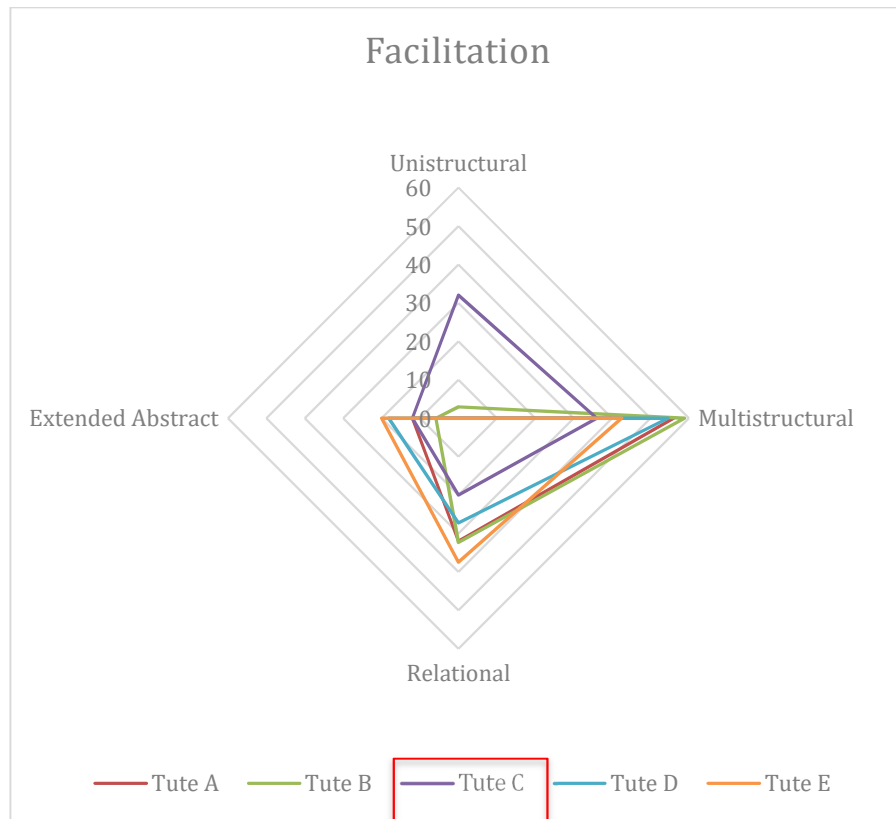
Clarity of Goal / Key Message
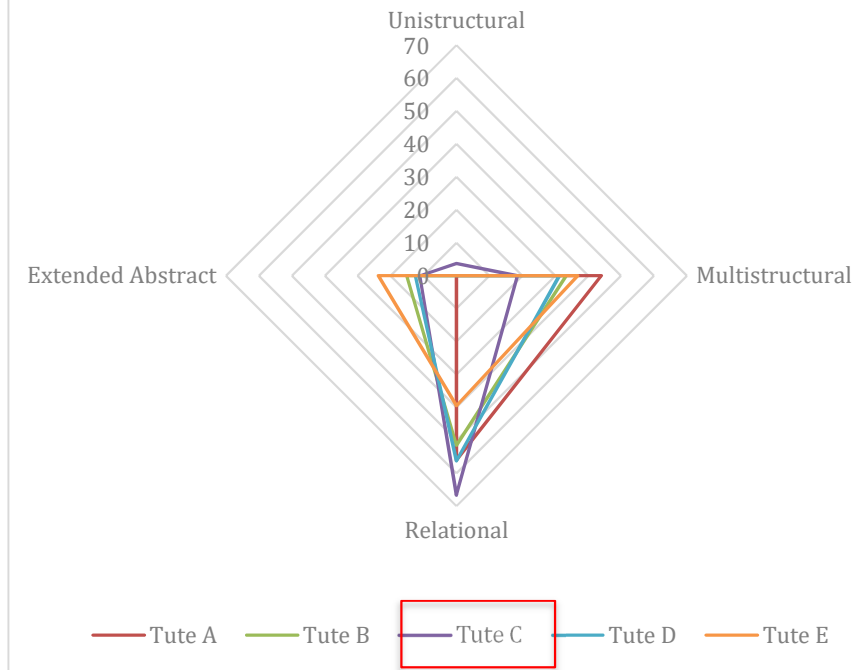
Tags Selected

CONTENT	clear	13
	irrelevant	0
	inspiring	3
	basic	9
	challenging	0
	easy	4
	reasonable	6
	confusing	0
	other	0
CONNECTIONS	deep	3
	missing	0
	comprehensive	5
	simple	1
	meaningful	11
	brief	5
	strong	6
	vague	0
	other	0
FACILITATION	relevant	6
	engaging	4
	dull	5
	compelling	0
	rewarding	3
	interesting	3
	striking	1
	boring	3
	other	Read from paper
ORGANISATION	straightforward	13
	logical	7
	chaotic	1
	exemplary	1
	safe	3
	sensible	2
	non-existent	0
	inspiring	2
	other	Not well prepared
CLARITY OF GOAL	Obvious	4
	complicated	1
	explicit	2
	clear	9
	fair	1
	acceptable	9
	confusing	0
	holistic	1
	other	Not new

Making sense of your report

This report provides a pictorial summary of the tag reports submitted by your peers and tutor of their qualitative evaluation of your group's tutorial facilitation.

The words included in the tag report have been grouped along four dimensions of the SOLO taxonomy[1] – unistructural, multistructural; relational; and extended abstract.

The names of the dimensions are not important. What is important is that they are cumulative and let us characterise how learning is demonstrated. So, a student whose learning is at the

- **unistructural** level
  - is mostly able to identify and define a single main topic or thread within the larger topic that is being considered
- **multistructural** level
  - can go further and to identify and describe a number of topics or threads within the larger topic
- **relational** level
  - not only identifies and describes multiple ideas but identifies relationships between them, and through analysis classifies, compares and contrasts, sequences, and identifies cause and effect. At this level of learning, analogy is often used to assist with understanding
- **extended abstract** level
  - extends relational level understanding, allowing generalisation, evaluation, prediction and creation of new ideas, constructed from elements of the ideas

According to learning theorists[2], learning takes place in three domains – cognitive (thinking), psychomotor (physical), and affective (feeling) [3].

From the words selected by the course tutors to describe the quality of the content, the ideas, the connections, your secret plan, reflection on the experience, and the presentation and organisation of your portfolio, I have constructed a graphical summary. This is effectively a "heat map" which, through use of colour, shows the density of the terms selected across each of the dimensions. Your team's performance is highlighted with a red box.

Heat maps are also included for each of the tutorial groups in the same week and covering the same topic as you so you can see how your tutorial facilitation portfolio compares with your peers. Also included are spider diagrams comparing your portfolio on each dimension with each of the other tutorial groups for the same week.

This report includes feedback provided by the assessors for your portfolio.

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[1] Biggs, John B., and Kevin F. Collis. Evaluating the quality of learning: The SOLO taxonomy (Structure of the Observed Learning Outcome). Academic Press, 2014.
[2] Krathwohl, David R. "A revision of Bloom's taxonomy: An overview." Theory into practice 41.4 (2002): 212-218.
[3] http://thesecondprinciple.com/instructional-design/threedomainsoflearning/