COMP3530/6353 Systems Engineering for Software Engineers

Common Assessment Process – Evaluation & Assessment Report

Tutorial Facilitation Portfolio
Tute C – Week 5 – Sustainability

	0-49	50-64	65-79	80-100
TUTE A	**Unistructural**	**Multistructural**	**Relational**	**Extended Abstract**
Ideas	0.00	50.00	50.00	0.00
Connections	0.00	0.00	33.33	66.67
Secret Plan	0.00	0.00	100.00	0.00
Reflection	33.33	66.67	0.00	0.00
Organisation/ Presentation	33.33	0.00	33.33	33.33

TUTE B	**Unistructural**	**Multistructural**	**Relational**	**Extended Abstract**
Ideas	0.00	0.00	66.67	33.33
Connections	0.00	0.00	66.67	33.33
Secret Plan	0.00	0.00	100.00	0.00
Reflection	50.00	50.00	0.00	0.00
Organisation/ Presentation	0.00	0.00	66.67	33.33

TUTE C	**Unistructural**	**Multistructural**	**Relational**	**Extended Abstract**
Ideas	0.00	50.00	50.00	0.00
Connections	0.00	66.67	0.00	33.33
Secret Plan	0.00	50.00	50.00	0.00
Reflection	25.00	50.00	0.00	25.00
Organisation/ Presentation	0.00	50.00	50.00	0.00

TUTE D	**Unistructural**	**Multistructural**	**Relational**	**Extended Abstract**
Ideas	0.00	50.00	50.00	0.00
Connections	0.00	0.00	50.00	50.00
Secret Plan	0.00	50.00	50.00	0.00
Reflection	100.00	0.00	0.00	0.00
Organisation/ Presentation	0.00	50.00	50.00	0.00

TUTE E	**Unistructural**	**Multistructural**	**Relational**	**Extended Abstract**
Ideas	0.00	0.00	0.00	100.00
Connections	0.00	25.00	25.00	50.00
Secret Plan	33.33	0.00	66.67	0.00
Reflection	33.33	33.33	0.00	33.33
Organisation/ Presentation	0.00	50.00	50.00	0.00

Tags Selected

IDEAS	coherent	1
	irrelevant	0
	inspiring	0
	basic	0
	adequate	1
	perceptive	0
	logical	0
	confusing	0
	other	0
CONNECTIONS	simple	1
	integrated	0
	deep	0
	missing	0
	meaningful	1
	vague	0
	brief	1
	strong	0
	other	0
SECRET PLAN	adequate	1
	incomplete	0
	well-defined	0
	consummate	0
	simple	0
	detailed	1
	vague	0
	faultless	0
	other	0
REFLECTION	relevant	1
	engaging	0
	descriptive	1
	reflective	0
	compelling	1
	interesting	1
	striking	0
	boring	0
	other	0
ORGANISATION & PRESENTATION	straightforward	1
	logical	1
	chaotic	0
	holistic	0
	sensible	1
	confusing	0
	organised	1
	exemplary	0
	other	0

Feedback

Ideas

- The ideas in the tutorial are of good quality and revolve around the content of the tutorial as well as how to engage students - which is great to see. There is a missed opportunity, however, in terms of identifying what value each exercise will add to the tutorial and what lessons will be learnt through it.

Connections

- By using a real system with practical to issues, the connections between the ideas and the course were tangible. It would have been good to see deeper links made between the ideas and the course.

Secret Plan

- The secret plan is clear and detailed. Each activity is assigned to one person, which helps the group be on the same page in terms of who is responsible for what. It would have been nice to see what value each session in the secret plan adds and what the overall objective is. This would have allowed you to link back to the main objective of your tutorial.

Reflection

- The reflection on your experience is detailed and covers different parts of the tutorial, which is great to see. There was an opportunity to reflect a level deeper to get a better understanding of what could be improved and how you can achieve that improvement.

Organisation and Presentation

- The organisation and presentation were clear and organised.

Any other feedback

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.

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/