

Students at Risk Check List

**RMIT Study & Learning Centre
Curriculum Services**

Belinda Bold



The problem

Aim:

To manufacture bread independently from the using both bread flour and the biscuit flour and to the final loaf using a variety of quality relating back to the flour used.

Introduction:

Bread have been a human food for feed for thousands of years. One bread in particular, wheat, is the only one capable of forming bread loaves with a leavened, open, crumb structure that is accepted by the consumer. Different wheat varieties made into flour via the milling process will have varying protein contents and thus be more applicable to different baked products Dendy and Dobraszczyk write in 2001 The vast majority, around 85 of proteins found in wheat are insoluble and are collectively referred to as the gluten proteins and are significant as and are the ones responsible for dough formation. Moreover there are two gluten proteins known as Gliadin and Glutenin, this belong to the protein families of the Prolamins and the Glutelins. This contribute different to rheology, these dependent upon their relatives where Gliadin contributes extensibility and Glutenin contributes elasticity producing a dough with desirable viscoelastic rheological properties. When the flour is combined in an aqueous medium, such as that of water, glutenin and gliadin will combine to form the protein gluten as a function of both intermolecular and intramolecular bonding by Coultrate write 2009. Milling hard flours are best for bread these endosperm is brittle and ruptures upon milling exposing the starchy interior to diastatic enzymes that hydrolyse amylose and amylopectin into monosaccharides including glucose that facilitates biological, yeast based leavening.

Coultrate said "Usually these hard flours are also of a high protein content, which from a baking point of view are described as being strong flours, where elasticity is the dominating viscoelastic property, being more resistant to stretching and improved gas retention for leavened products such as bread".

In conclusion, weak flours are low protein content, 10%, are more for to baked products like biscuits are baked by extensibility is better rheology.

The 'at risk' check list criteria

Quickly analyse the problem

1. What does it mean in terms of student learning?
2. How can I help the student?
3. How can the students help themselves?

The audience

- Tutors, lecturers
- Language and learning advisors
- Students – self analysis



Analysing the problems

Early identification of study support needs

- Identify
- Analyse specific needs
- Find strategies and resources for student learning
- Find resources for teaching

A solution

Students at risk checklist

- Home
- Staff resources
- Assessment
 - Using rubrics
 - Feedback on assessment tasks
 - Students at risk checklist

ACCESSIBILITY ⓘ

The checklist can be used as a prompt to identify issues students may have that become apparent through assessment. The resources for students and the teaching tips will be updated and added to over time.

Is it on time? ☐ Yes ☒ No

Possible reasons May indicate Tips for students Tips for teachers

- poor time management
- one or more late submissions
- difficulty starting
- did not understand the question
- lacks confidence to ask for assistance in starting, planning

Did the work address the task? ☐ Yes ☒ No

Possible reasons May indicate Tips for students Tips for teachers

- did not understand the question/task
- did not read (or understand) all the assignment brief
- did not plan well

Is it on topic? ☒ Yes ☐ No

Is it easy to read? ☐ Yes ☒ No

Possible reasons May indicate Tips for students Tips for teachers

- does not convey the information coherently
- does not use sufficient mix of simple and compound sentences.
 - sentences run on or are punctuated poorly
 - spelling and/or word use inaccurate to the point of unintelligibility

Checklist and essay

Common reasons

Activity



Activity

Respond to each question by clicking "yes" or "no". If a problem is indicated, possible reasons are given along with links to student learning resources and tips for teachers. You can also print the completed checklist.

Is it on time?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Did the work address the task?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Is it on topic?	<input type="radio"/> Yes	<input type="radio"/> No
Is it easy to read?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Is there a logical sequence of discussion or points?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
Is there repetition of information (including repeated sentence structures)?	<input type="radio"/> Yes	<input type="radio"/> No
Is structure adequate for the purpose?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Is there a lot of irrelevant information?	<input type="radio"/> Yes	<input type="radio"/> No
Overuse of quotes?	<input type="radio"/> Yes	<input checked="" type="radio"/> No

Aim:

To manufacture bread independently from the using both bread flour and the biscuit flour and to the final loaf using a variety of quality relating back to the flour used.

Introduction:

Bread have been a human food to feed for thousands of years. One bread in particular, wheat, is the only one capable of forming bread loaves with a leavened, open, crumb structure that is accepted by the consumer. Different wheat varieties made into flour via the milling process will have varying protein contents and thus be more applicable to different baked products Dendy and Dobraszczyk write in 2001 The vast majority, around 85 of proteins found in wheat are insoluble and are collectively referred to as the gluten proteins and are significant as and are the ones responsible for dough formation. Moreover there are two gluten proteins known as Gliadin and Glutenin, this belong to the protein families of the Prolamins and the Glutelins. This contribute different to rheology, these dependent upon their relatives where Gliadin contributes extensibility and Glutenin contributes elasticity producing a dough with desirable viscoelastic rheological properties. When the flour is combined in an aqueous medium, such as that of water, glutenin and gliadin will combine to form the protein gluten as a function of both intermolecular and intramolecular bonding by Coultate write 2009. Milling hard flours are best for bread these endosperm is brittle and ruptures upon milling exposing the starchy interior to diastatic enzymes that hydrolyse amylose and amylopectin into monosaccharides including glucose that facilitates biological, yeast based leavening.

Coultate said "Usually these hard flours are also of a high protein content, which from a baking point of view are described as being strong flours, where elasticity is the dominating viscoelastic property, being more resistant to stretching and improved gas retention for leavened products such as bread".

In conclusion, weak flours are low protein content, 10%, are more for to baked products like biscuits are baked by extensibility is better rheology.




Staff resources

Resources to assist staff to integrate communication skills within their teaching and assessment.

What would you like to learn?

- > Assessment
- > Language & academic skills
- > Transition & cultural diversity
- > Language, literacy & numeracy for TAFE
- > Theory & research

Helpful for analysing assignment issues (and reporting / feedback, as required)

 **Feedback**
Respond to each question by clicking "yes" or "no". If a problem is indicated, possible reasons are given along with links to student learning resources and tips for teachers. You can also print the completed checklist.

Is it on time? ☐ Yes ☒ No

Possible reasons May indicate Tips for students Tips for teachers

- poor time management
- one or more late submissions
- difficulty starting
- did not understand the question
- lacks confidence to ask for assistance in starting, planning

Did the work address the task? ☒ Yes ☐ No

Is it on topic? ☐ Yes ☒ No

Possible reasons May indicate Tips for students Tips for teachers

- did not understand the question
- did not read (or understand) all the assignment brief
- does not understand the topic
- has not read enough on the topic

Is it easy to read? ☐ Yes ☒ No

Tutor comments:

- The report handed in late. Second assessment task, both were late.
- Indicated unsure of how to start and perhaps doesn't know of help available
- It did address the task, broadly in that it was a report based on an experiment conducted.
- It was vaguely on topic, but lost direction and went off topic
- Number of quotes adequate, but not correctly referenced

Tutor comments:

- Student did not appear to have read the assignment brief and has not read enough on the topic.
- *Student needs to better understand assignment brief and should be encouraged to read more on topic.*
- It was not easy to read, some lucid points, seems to have copied randomly from text.
- *Needs writing support for paragraph structure and embedding quotes into writing.*
- No logical sequence and repetition of information, goes off topic.
- *Support for planning, structure and logical flow.*
- Number of quotes adequate, but not correctly referenced.
- *Working with quotes to better embed them and reference them as per given*

Questions?

Students at Risk Check List

Belinda Bold

RMIT Study & Learning Centre
Curriculum Services

