THE LATEST CODING SCHEME: THE ONE DEFINED WITH ABELARDO, MARCH 10 2016

Cluster names:

* A – disengaged
* B, B’ – gaming assessment
* C, C’ – low engagement, assessment driven
* D (Top) - engage frequently in all kinds of activities
* E (Eff) – engaged and effective/efficient
* F - cheaters

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Cluster 1 | Cluster 2 | Cluster 3 | Cluster 4 | Cluster 5 |
| Week 2 | A | Eff | Top | B | C |
| Week 3 | C | Top | Eff | B | A |
| Week 4 | Top | C | B | B’ | A |
| Week 5 | Eff | B | Top | A | NA |
| Week 6 | C’ | C | A | Eff | Top |
| Week 7 | Top | B | C | Eff | NA |
| Week 8 | B | Top | C | A | B’ |
| Week 9 | B’ | Eff | Top | B | NA |
| Week 10 | B’ | A | Eff | Top | B |
| Week 11 | Top | C | B | F | NA |
| Week 12 | B’ | Top | F | B | NA |
| Week 13 | A | C | Eff | C’ | Top |

USyd\_14\_D2U Weekly Clusters – coding scheme

Initial coding scheme[[1]](#footnote-1) (19 clusters)

Highly active:

* correct solutions outnumber incorrect ones on all forms of assessment: 1
* good balance is kept between correct and incorrect solutions on all forms of assessment; (meta-cog) evaluation activities are also present: 2
* good balance is kept between correct and incorrect solutions on all forms of assessment: 2
* incorrect solutions *outnumber* correct ones on summative assessment; (meta-cog) evaluation activities are also present: 3
* incorrect solutions *dominate[[2]](#footnote-2)* over correct ones on summative assessment; (meta-cog) evaluation activities are also present: 1

Active, engaged in all kinds of course activities:

* good balance is kept between correct and incorrect solutions on all forms of assessment: 2
* correct solutions outnumber incorrect ones on all forms of assessment: 2
* correct solutions outnumber incorrect ones on all forms of assessment; (meta-cog) orientation and evaluation activities are present: 1
* incorrect solutions outnumber correct ones on summative assessment: 5

Moderately active:

* engaged in all kinds of course activities; good balance is kept between correct and incorrect solutions on all forms of assessment: 3
* engaged in many (but not all) kinds of course activities; good balance is kept between correct and incorrect solutions on all forms of assessment; (meta-cog) orientation activities are also present: 1
* engaged in many (but not all) kinds of course activities; good balance is kept between correct and incorrect solutions on all forms of assessment; (meta-cog) evaluation activities also present: 2

Restricted to summative assessment:

* correct solutions dominate over incorrect ones: 1
* balance is kept between correct and incorrect solutions: 6
* incorrect solutions outnumber correct ones: 4
* incorrect solutions dominate over correct ones: 10

Mostly focused on summative assessment, though low level of other activities is also present

* balance is kept between correct and incorrect solutions on all forms of assessment: 1
* incorrect solutions outnumber correct ones on summative assessment: 3

Disengaged: 5

Mapping between the initial clusters and the ‘merged / compact’ ones

Highly active:

* correct solutions outnumber incorrect ones on all forms of assessment: 1
* good balance is kept between correct and incorrect solutions on all forms of assessment: 2
* good balance is kept between correct and incorrect solutions on all forms of assessment; (meta-cog) evaluation activities are also present: 2
* incorrect solutions *outnumber* correct ones on summative assessment; (meta-cog) evaluation activities are also present: 3
* incorrect solutions *dominate[[3]](#footnote-3)* over correct ones on summative assessment; (meta-cog) evaluation activities are also present: 1

Active, engaged in all kinds of course activities:

* good balance is kept between correct and incorrect solutions on all forms of assessment: 2
* correct solutions outnumber incorrect ones on all forms of assessment: 2
* correct solutions outnumber incorrect ones on all forms of assessment; (meta-cog) orientation and evaluation activities are present: 1
* incorrect solutions outnumber correct ones on summative assessment: 5

Moderately active:

* engaged in all kinds of course activities; good balance is kept between correct and incorrect solutions on all forms of assessment: 3
* engaged in many (but not all) kinds of course activities; good balance is kept between correct and incorrect solutions on all forms of assessment; (meta-cog) orientation activities are also present: 1
* engaged in many (but not all) kinds of course activities; good balance is kept between correct and incorrect solutions on all forms of assessment; (meta-cog) evaluation activities also present: 2

Restricted to summative assessment:

* correct solutions dominate over incorrect ones: 1
* balance is kept between correct and incorrect solutions: 6
* incorrect solutions outnumber correct ones: 4
* incorrect solutions dominate over correct ones: 10

Mostly focused on summative assessment, though low level of other activities is also present

* balance is kept between correct and incorrect solutions on all forms of assessment: 1
* incorrect solutions outnumber correct ones on summative assessment: 3

Disengaged: 5

Compact / merged clusters (11 clusters)

Highly active:

* HA\_BAL: good balance is kept between correct and incorrect solutions on all forms of assessment: 3
* HA\_BAL\_MC: good balance is kept between correct and incorrect solutions on all forms of assessment; (meta-cog) evaluation activities are also present: 2

HA\_NEG-DIFF\_MC: incorrect solutions *outnumber* correct ones on summative assessment; (meta-cog) evaluation activities are also present: 4

Active, engaged in all kinds of course activities:

* A\_POS-DIFF: correct solutions outnumber incorrect ones on all forms of assessment: 5
* A\_NEG-DIFF: incorrect solutions outnumber correct ones on summative assessment: 5

Moderately active:

* MA\_ALL-ACT\_BAL: engaged in all kinds of course activities; good balance is kept between correct and incorrect solutions on all forms of assessment: 4
* MA\_MANY-ACT\_BAL\_MC: engaged in many (but not all) kinds of course activities; good balance is kept between correct and incorrect solutions on all forms of assessment; meta-cog activities are also present: 3

Restricted to summative assessment:

* SAS-ONLY\_BAL: balance is kept between correct and incorrect solutions: 7
* SAS-ONLY\_NEG-DIFF: incorrect solutions outnumber correct ones: 14

Mostly focused on summative assessment, though low level of other activities is also present

* SAS-MOSTLY\_NEG-DIFF: incorrect solutions outnumber correct ones on summative assessment: 3

Disengaged: 5

COARSE CLUSTERS SCHEME (5 CLUSTERS)

The 'Compact cluster scheme’ is made even coarser grained with the following mapping:

- 'HA\_BAL', 'HA\_BAL\_MC', 'HA\_NEG\_DIFF\_MC' => 'HIGHLY\_ACTIVE' ('HA')

- 'A\_POS\_DIFF', 'A\_NEG\_DIFF' => 'ACTIVE' ('A')

- 'MA\_ALL\_ACT\_BAL', 'MA\_MANY\_ACT\_BAL\_MC', 'SAS\_MOSTLY\_NEG-DIFF' => 'MODERATELY\_ACTIVE' ('MA')

- 'SAS\_ONLY\_BAL', 'SAS\_ONLY\_NEG\_DIFF' => 'SUMMATIVE\_ASSESS\_ONLY' ('SAS')

- 'DISENGAGED' ('DENG')

1. Numbers next to cluster descriptions represent the number of occurrences of the given cluster in the weeks 2-13 of the course [↑](#footnote-ref-1)
2. Dominant here (and throughout the document) means considerably outnumber [↑](#footnote-ref-2)
3. Dominant here (and throughout the document) means considerably outnumber [↑](#footnote-ref-3)